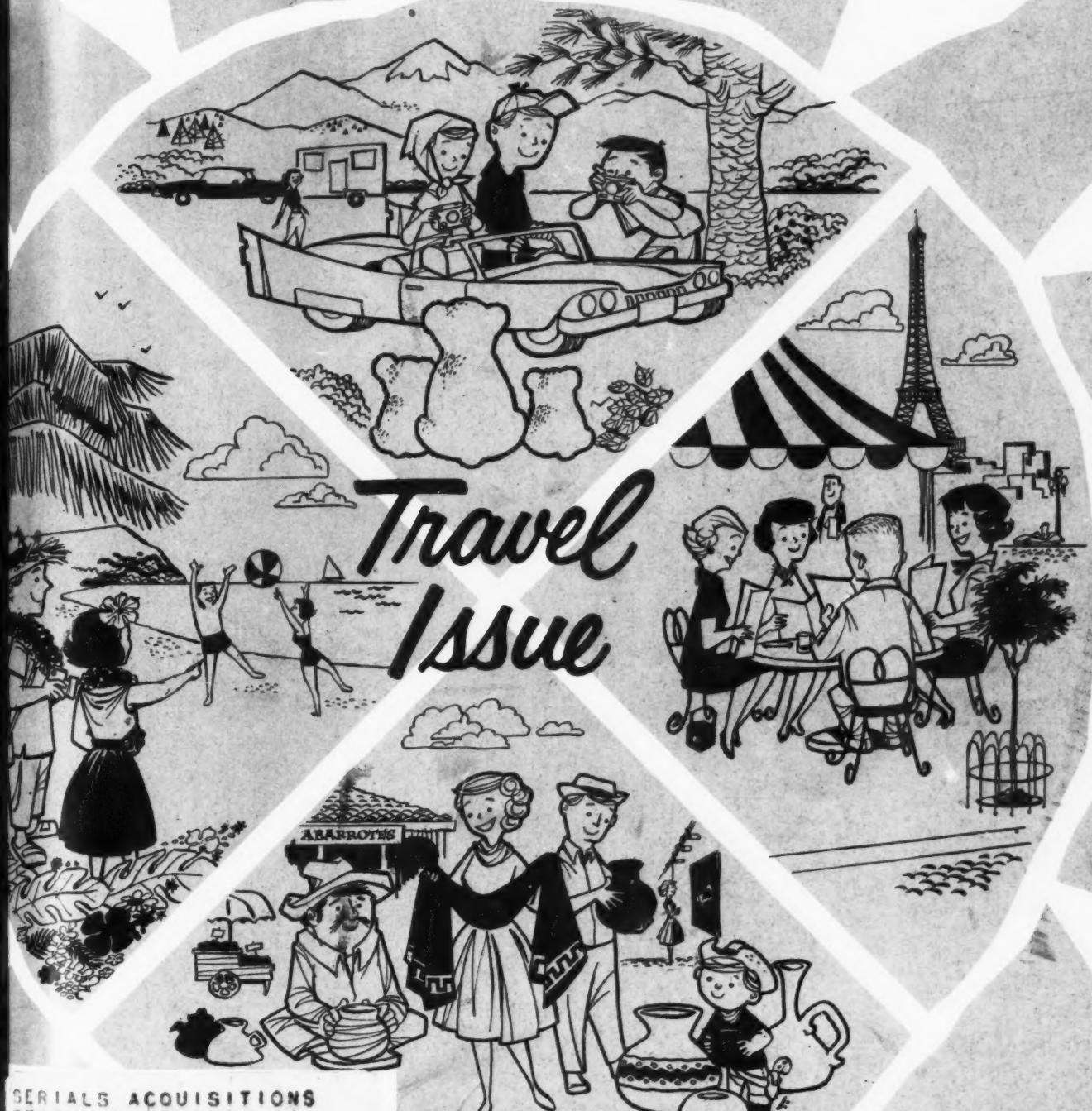


FEBRUARY 1959

CALIFORNIA TEACHERS ASSOCIATION

California  
State Teachers Association  
FEB 9 1959  
LIBRARIES

# CTA Journal



SERIALS ACQUISITIONS  
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# \$52 and \$39 TYPICAL SAVINGS with CTA's new insurance package

CTA HOME OWNERS may save an estimated \$52 (tenants \$39) on home and/or personal property insurance with our new approved package plan. Five policies have been combined! You are covered for not only fire and allied perils, but personal and professional liability, costs of defense, and ext expenses. And this comprehensive protection may cost typical owners less than \$5 a year more than fire insurance alone!



Amount Now Being Paid for Fire Insurance by Typical California Teacher Compared to Cost of Comprehensive Protection Under the CTA-APPROVED PACKAGE POLICIES

COVERAGE	TYPICAL HOME OWNER				TYPICAL TENANT							
	PRESENT INSURANCE	3-Year Premium	CTA POLICY	3-Year Premium	PRESENT INSURANCE	3-Year Premium	CTA POLICY	3-Year Premium				
DWELLING FIRE	\$10,000	\$80.00	\$10,000		NOT APPLICABLE FOR TENANT							
CONTENTS FIRE	\$4,000		\$4,000		\$117		\$4,000		\$87.00			
THEFT—AT HOME			\$4,000		Less \$23 (Est. 20% Div. at Policy Expiration)		\$31.00		Less \$23 (Est. 20% Div. at Policy Expiration)			
THEFT—AWAY			\$1,000		NET \$94				\$4,000			
PERSONAL LIABILITY			\$10,000						\$1,000			
COSTS OF DEFENSE		Unlimited							\$10,000			
ADDITIONAL LIVING EXPENSES			\$1,000						Unlimited			
									\$800			

\*Cost of separate policies affording similar protection would be about \$146.00. Est. CTA net \$94—Save \$52.00.

†Cost of separate policies affording similar protection would be about \$109.00. Est. CTA net \$70—Save \$39.00.

CUT ALONG DOTTED LINES AND MAIL TODAY

CALIFORNIA CASUALTY INDEMNITY EXCHANGE — TEACHERS PLAN • 417 South Hill Street, Los Angeles 13 • 22 Battery Street, San Francisco 11

Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved HOME INSURANCE PACKAGE policy for owners and tenants. This request does not obligate me to become a policyholder.

Teacher's Name \_\_\_\_\_

Spouse's Name \_\_\_\_\_

School Name \_\_\_\_\_

School City \_\_\_\_\_

Present

School Phone \_\_\_\_\_

Mailing Address \_\_\_\_\_

Present Phone \_\_\_\_\_

Location of Property To Be Insured  
(if same as Mailing Address, write "same")

City \_\_\_\_\_

County \_\_\_\_\_

Home Phone \_\_\_\_\_

Building Shingle Comp. Other  
Construction: Roof: (wood)  position  (describe)

Frame Walls: (wood)  Brick  Other  
 (describe)

If all persons permanently residing in your household are non-smokers, please check here

Insurance now carried in  
California Casualty Teachers Plan:

None  Comprehensive  
 Auto  Personal Liability  Teacher's Professional

#### HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Value of Building  
Fire Policy Expires (Am't Ins. Desired) \$

#### TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property  
(Contents) Policy Expires

(If no policy, write "None")

Value of Personal Property (If no policy, write "None")

Dwelling in city limits? Yes  No

(Amount of Insurance Desired) \$

Names of Main Cross Streets

Private Apartment

If you are in a Special Fire District, please give its name \_\_\_\_\_

Ownership of Dwelling: Fully Owned  Cal. Vet.  G.I.  FHA  Other

Name of Bank or other Mortgagor \_\_\_\_\_

Dwelling  Apartment  Other

Number of Living Units

In Building: 1 to 4  (If over 4, show number of units)

Does the building contain any

Business Premises (stores, shops, etc.)? Yes  No

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**FEBRUARY 1959**  
**Volume 55, Number 2**

J. Wilson McKenney, *Editor*  
Vivian L. Toewe, *Advertising Mgr.*  
Norman E. Lubeck, *Art Director*

# CTA Journal

CALIFORNIA TEACHERS ASSOCIATION, 693 SUTTER ST., SAN FRANCISCO 2

TRAVEL TIME is not far away, Norm Lubeck reminds us with his cover design this month. In case you didn't notice it, the quarters of the sun are represented by the Canadian woods in the north, the beaches of Hawaii in the west, the cafes of Paris in the east, and the shops of Mexico City in the south. There are other places around the world which beckon teachers in the summer, many of which are suggested in the lead editorial feature. For more news about travel opportunities, see the *Journal's* advertising columns.

**CTA JOURNAL** is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August. ENTERED as second class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879. COPYRIGHT 1959 by the California Teachers Association, San Francisco, California. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Educational Press Association of America. ADVERTISING: Orders and inquiries to CTA Journal, 693 Sutter St., San Francisco 2. National advertising representative: State Teachers Magazines, Inc., 307 No. Michigan Avenue, Chicago 1, Illinois. MEMBERSHIP DUES in CTA are \$22 a year, including Section and State, payable for the calendar year. Dues include subscription to CTA Journal. SUBSCRIPTION to CTA Journal for non-members is \$2 a year, foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each. CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 693 Sutter St., San Francisco 2, at least a month before normal delivery date for change of address, stating both old and new addresses. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

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EDITORIAL

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## FROM THE FIELD

... statewide professional news

DR. JAMES BRYANT CONANT, speaking before packed assemblies in Long Beach January 5 and San Francisco January 6, outlined his recommendations regarding the American secondary system of education. The meetings, sponsored by California Education Study Council, drew attention to the current status of U.S. high schools and highlighted discussions on academic and vocational curricula. Among his recommendations: that the high school should be of sufficient size to offer a diversified curriculum, that school board members should be competent to establish sound educational policy, that a required program be provided with a sequence of elective courses, that programs be individualized and that counseling be provided, that there be greater emphasis on English composition and foreign language.

A SCIENCE SEMINAR of 20 gifted students of Pasadena high school has been conducted at Caltech one hour a week during this school year and is hailed as "the most significant program in PHS history." President Lee A. DuBridge of California Institute of Technology initiated the seminar as a "branch", believing that able students should have opportunities to hear outstanding scientists discuss new developments in satellites and space exploration.

DR. RALPH PRATOR will be inaugurated as first president of San Fernando Valley State College at ceremonies set for May 7. The college library, first permanent building on the proposed \$20,000,000 campus, will be dedicated at the same time. The institution began three years ago as the valley campus of Los Angeles State College.

EXPIRATION DATE of teaching credentials has been set for June 30 instead of November 30. An action of the State Board of Education last May amended Title 5 of the California Administrative Code, Section 205.5, to provide that "the expiration date of an initial regular credential issued on or after July 1 of any year shall be June 30 of the last year of the maximum number of years for which a credential may be issued or renewed... Any valid credential, the expiration date of which is November 30, 1959, or of any subsequent year, shall be continued in force, as to expiration date, to June 30 of the same school year."

CONVALESCING at his Hillsborough home last month, Dr. Arthur F. Corey, CTA executive secretary, is recovering from major surgery.

INCREASING STATE SUPPORT of schools is a major legislative objective of CTA at Sacramento this session. Recognizing the need for additional tax sources, CTA commissioned Dr. Paul J. Strayer, professor of economics at Princeton University, to make a study in 1957 of *The California Revenue System*. His report bearing that title was attractively printed by CTA, with recommendations brought up to date, and distributed to members of both houses of the Legislature during the first week of January. The School Apportionment bill, to be presented later in the session by the State Department of Education, will ask for an increase of \$80,000,000 annually in state funds, largely to take care of growth costs. School enrollments have increased 95 per cent in ten years and in that time the ratio of State to local income for support of schools has decreased from 47 to 41.7 per cent.

WELL BEING of the State's youth will be the dominant issue before 1500 delegates to the 26th annual state conference of the California Association for Health, Physical Education, and Recreation (CAHPER) March 21-24 at the Statler Hilton hotel in Los Angeles.

TWO OCCIDENTAL COLLEGE seniors, John Paden, 21, Pasadena, and Aaron Segal, 20, Hollywood, were among four students picked for Rhodes Scholarships at Oxford University, England. A West Point cadet and a Columbia University senior were the others named. Dr. Robert Gordon Sproul, chairman of the scholarship committee and president-emeritus of University of California, commended the quality of instruction at the 1400-student Los Angeles college. Paden and Segal are versatile athletes as well as scholars.

CREDENTIAL REVISION discussions have been scheduled by the State Department of Education for Feb. 7 at Oakland, Feb. 14 at Sacramento, Feb. 21 at San Diego, Feb. 28 at Los Angeles. CTA participation in meetings (details publicized locally) will be coordinated by Section TEPS chairmen.

TEACHER EDUCATION, a detailed guide for discussion leaders, was mailed to more than 300 contact persons by CTA before scheduled meetings of CTA Consulting Groups last month. Report forms to be prepared by group leaders are due in San Francisco headquarters by March 1.

CALIFORNIANS, led by Dr. C. C. Trillingham, president of American Association of School Administrators and Los Angeles county superintendent of schools, will have a major role in the annual AASA convention in Atlantic City February 14-18. Dr. L. A. DuBridge, president of Caltech, will speak at opening session. Dr. James H. Corson, Modesto, is chairman of resolutions committee. Carl B. Munck, Oakland, president of National School Boards Association, will be honored. Many from this state will lead group sessions.

HUMAN BEHAVIOR and the problems of educating disturbed children will be discussed at 36th annual meeting of American Orthopsychiatric Association Sheraton-Palace hotel, San Francisco, March 30-April 1.

# EDUCATION, U.S.A.

..... national professional news

FOUR CHARGES to participants in the National Education Field Service Association midwinter conference held in Washington December 14-17 by NEA Executive Secretary William G. Carr were: (1) learn to listen (2) unify the profession (3) keep growing in technical skills and (4) keep growing in technical background. Arnold Wolpert, NEA west coast representative and former CTA field man, is outgoing president of NEFSA; Mae Pever of Kansas succeeds him. New secretary-treasurer is Dr. George Starrett, CTA field man for Los Angeles area.

MORE HOME WORK and a longer school day were among recommendations of L. G. Derthick, U.S. Commissioner of Education, in an article appearing in January *Parents' Magazine*.

FORECAST FOR 1959, according to *NEA Journal* editors, will show: more youngsters in summer school for enrichment courses, a ten per cent increase in study of math, up-to-date science subjects will be available to many students, Congress will take a new interest in federal aid, teachers' salaries will go higher, college demand for professors of chemistry, physics, and mathematics will skyrocket, school enrollments will hit 36 million children and colleges and universities will sign up 3½ million students, adult education and kindergartens will expand, and about 3000 school districts will be wiped out by reorganization.

BOY SCOUT'S 49th anniversary week February 7-13 will provide opportunities to highlight the national BSA program with cooperative school activities. Attracting attention of many teachers is the new Explorer program for boys 14-17 years of age, widely regarded as an ideal counter-measure to juvenile delinquency. Developed as a result of two-year study by Institute of Social Research of University of Michigan, the Explorer program provides vocational exploration and study opportunities in many fields. Further details are available from local Scout executive or from BSA national headquarters, New Brunswick, N.J.

RAFER JOHNSON, UCLA student body president and former Kingsburg high school star athlete, was named Sportsman of the Year by *Sports Illustrated*. His Olympic decathlon record—an all-time high in points—and his popularity with Russians as a result of his prowess in Moscow last summer have marked Johnson as one of the most remarkable Negroes in history.

JOSEPH E. MADDY, president of the National Music Camp at Interlochen, Michigan, and professor of music at the University of Michigan, will be presented the 1959 American Education Award at AASA convention. He is the 31st distinguished American to receive the annual citation for outstanding contribution to education.

DISTRICT REORGANIZATION and elimination of very small high school districts was a top priority recommendation of Dr. James B. Conant as he continued to speak across the country, reporting on his two year study of the American high school. "The majority of boys and girls do not work hard enough and academic studies do not cover a wide enough range," he said. One of the final appearances of his 18-state tour was at the National School Boards Association convention in San Francisco January 28, where he introduced his new book, *The American High School Today*, now available to the public.

A HARD LOOK at our high schools is the title of an article appearing in February 3 issue of *LOOK Magazine* in which Dr. Conant amplifies the ideas expressed in his California addresses and as outlined briefly on page 5 of this issue of *CTA Journal*.

NSBA SPEAKERS at the San Francisco convention last month included Adlai E. Stevenson, discussing the convention theme, "Improving Education—A Free People's Responsibility"; Gen. John E. Hull (ret.), president of the Manufacturing Chemists Association, speaking on what business and industry can do to help education; Henry J. Kaiser, Jr., vice president of Kaiser Industries; and James B. Carey, vice president of AFL-CIO.

WILLIAM J. ELLENA, former staff man with NEA Department of Rural Education and National TEPS commission, has been named assistant executive secretary of AASA.

LOANS TO COLLEGES under provisions of National Defense Education Act will be available this month, according to U.S. Office of Education. Approximately 800 colleges and universities have agreed to participate, in spite of protests regarding provision for a loyalty oath and a non-Communist affidavit.

DR. FRANCIS S. CHASE has been appointed dean of the newly created Graduate School of Education at the University of Chicago. Professor of education since 1951 and chairman since 1954, Dr. Chase was formerly an executive of the Virginia Education Association.

SCHOOL ENROLLMENT in the nation during the past year reached 34.6 million pupils, an increase of 3.9 per cent over 1957-58, according to NEA Research.

TRAGIC LOSS of learning was disclosed in estimates that 16,400 young Americans had missed 54 to 63 days of public school attendance in some communities of Arkansas and Virginia, due to forced closing of schools in the current segregation controversy.



## "Live" TV show 40 fathoms down guides our search for future oil reserves

**With new oil becoming harder to find,** our search widens. Now we're exploring the ocean floor — and new techniques are the rule. In one such venture we lowered a TV camera 250 feet below the waves to help guide the drilling of test holes from shipboard.

This is typical of the novel techniques used in our quest that last year took us to 21 states, Canada, Alaska and ten Latin American and Caribbean countries. In all, we drilled 120 exploratory wells. Although the cost ran to many millions, the successful ones helped us locate more new oil than we withdrew from the ground.

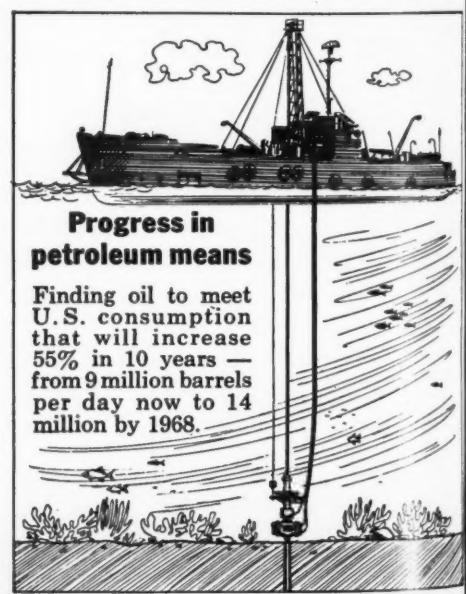
Actually, this benefits you as well as Standard. It means an adequate reserve of our most valuable national resource, to be drawn on in days ahead to provide the thousands of products from petroleum so essential for your daily needs.



**STANDARD OIL COMPANY OF CALIFORNIA**

plans ahead to serve you better

*Navy landing ship converted by Standard for off-shore oil search. A 55-foot drilling mast is poised over circular 10-foot-wide opening from deck through bottom.*



### Progress in petroleum means

Finding oil to meet U.S. consumption that will increase 55% in 10 years — from 9 million barrels per day now to 14 million by 1968.

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# Dr. Conant Recommends . . .

Dr. James Bryant Conant, president emeritus of Harvard University and former U.S. Ambassador to the Federal Republic of Germany, has had a long and distinguished career as a scientist, educator, and statesman. Under a grant from the Carnegie Foundation, he has just completed a two-year study of the American high school. (News reports on his study appear on pages 2, 3, and 26). Below appears a brief summary of some of his recommendations to school boards and the public, as published in a booklet available from the National Citizens Council for Better Schools, 9 E. 40th St., New York 16, N. Y.

## INDIVIDUALIZED PROGRAMS

It should be school policy that every pupil has an individualized program. There should be no classification by tracks, as academic, vocational, etc. However, in advising pupils, counselors should recommend sequences established by school board policy. Consideration should always be given to sensible program changes requested by pupils.

## THE COUNSELING SYSTEM

In a comprehensive high school of adequate size there must be counseling. It should start in the elementary school and be articulated with the secondary school. There should be one full-time counselor for every 250 to 300 students in the high school. Counselors should have had teaching experience and should have professional training for counseling.

## ENGLISH COMPOSITION

To insure the development of ability to write English, half of the time devoted to English should be given to composition. Pupils should average one theme a week, and themes should be corrected by the teacher and discussed with the pupils. To allow time for these themes, English teachers should teach no more than one hundred pupils. A school-wide composition test should be given annually, and in the ninth and eleventh grades those tests should be corrected by both a pupil's teacher and a test committee. Pupils who do not obtain grades in the eleventh-grade test commensurate with their ability should take a special composition course in the twelfth grade.

## FOREIGN LANGUAGES

A school board should offer the third and fourth years of a foreign language, no matter how few enroll. Counselors should urge pupils to complete four years of a foreign language if the pupils show ability in the foreign language field. Competence does not come from two years of foreign language study in a high school. School policy should recommend the study of a foreign language for at least three years, and preferably for four.

## THE ACADEMIC INVENTORY

The academic inventory is a device for examining the programs elected by the students during their four years. It should be requested of the principal by the board of education each year for the graduating class.

If the distribution of academic ability in the school corresponds to the national norm, the academic inventory form should be complete for each pupil in the top fifteen per cent of the graduating class.

## RANK IN CLASS

The school board should stop the practice of designating rank in class by marks received and the practice of naming a valedictorian. Since class rank is calculated by averaging the grades in *all* subjects, bright pupils often elect easy courses in order to insure high grades and high class standing.

## ACADEMIC HONORS LIST

Each year a list should be published of the graduates who elected the recommended sequences for the academically talented and made an honors average in these courses. This achievement might be indicated by a seal or notation on the diplomas of those pupils. There should also be suitable recognition of pupils with outstanding achievement in other sequences in the program of studies.

## SUPPLEMENT TO THE DIPLOMA

In addition to the diploma, each graduate should receive a durable record of all courses studied and the grades obtained. The existence of this record should be so well publicized that employers ask to see the record of courses rather than the diploma when questioning a job applicant about his education.

## SELECTING A GOOD SCHOOL BOARD

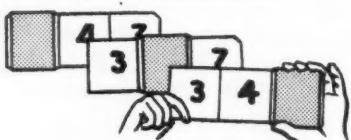
If the citizen's first obligation to the public schools is to support them, then the second obligation in many districts is to select an able, devoted board of education. Board of education members should be selected not because they represent elements or factions in the district, but because they understand the importance of the public schools and are competent to help establish policy for the operation of the schools.

## HIGH SCHOOLS OF SUFFICIENT SIZE

Unless a high school has a graduating class of at least 100, that school is too small to offer a sufficiently diversified curriculum to meet the needs of all its pupils and the needs of our nation. More than half of our 23,000 high schools do not meet the minimum criterion of a graduating class of 100. Citizens should face this situation realistically and resolutely. The small high school should be eliminated by district reorganization.



SPEEDS LEARNING

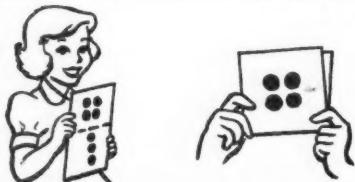


Relationship Cards

"Family groups" of 3 related numbers per card. Only 45 memorizations needed.

#228—Add & Sub.....\$1.00  
#229—Mult. & Div.....1.00

#### ADD AND SUBTRACT THIS VIVID WAY

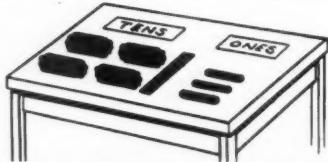


Folding Perception Cards

45 folding cards are much simpler than using 170 separate cards as in older methods. Teach four related facts using one card. Cards: yellow with red circles; 6" x 12".

#234—Pack of 45 cards.....\$0.60

#### SHOW THE TEN-NESS OF NUMBERS



Enlarged Place Value Sticks

Children join 10 sticks to make each ten. Sticks are  $\frac{3}{8}$ " x 5" finished red.

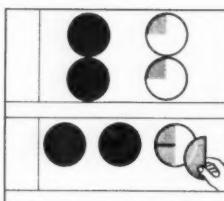
#767 Box of 100 Sticks.....\$3.00

# Teach Arithmetic with NEW EASE - NEW SPEED!

**IDEAL**

**VISUAL AIDS** are  
designed for use with the  
**CALIFORNIA** text

You will enrich your arithmetic program using proven IDEAL Visual Aids. IDEAL aids are specially suited and coordinated with textbooks adopted and used in California. They were designed by leading educators to speed comprehension and aid retention.

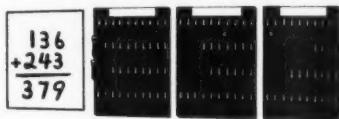


FRACTIONS  
SIMPLIFIED

Pupil's Fraction Kit

A modern method to teach children quickly and with greater understanding. No failures. Circles show  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ,  $\frac{1}{16}$ , and  $\frac{1}{12}$ .  
#754—With manual.....\$0.30  
Per dozen above.....\$3.00

#### THE NUMBER SYSTEM SIMPLIFIED Place Value Charts



3 large charts 14" x 18" with 500 cards show number system structure. Charts for ones, tens, and hundreds. Cards used to show all arithmetic processes.

#755—with Directions.....\$3.25

#### LARGE AND CLEAR AIDS



Decimal Place Value Cards

Set provides a card to show 1 whole, a decimal point, and cards showing VALUE in tenths, hundredths, and thousandths place. Card size: 18" x 18".

#762—With Directions.....\$1.00



#### SELF HELP AND SEAT WORK

Thermometer

Large 7" x 22" unit with sliding color ribbon shows temperature changes. Used to teach reading and computing temperature changes.

#759—Each.....\$0.85

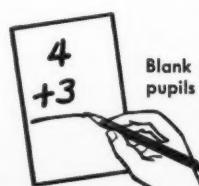
#### FOR THE AGE OF DISCOVERY



Number Grouping Discs

Die cut discs, ready to punch out, teach number facts through manipulation.

#751—Envelope of 500... \$1.00



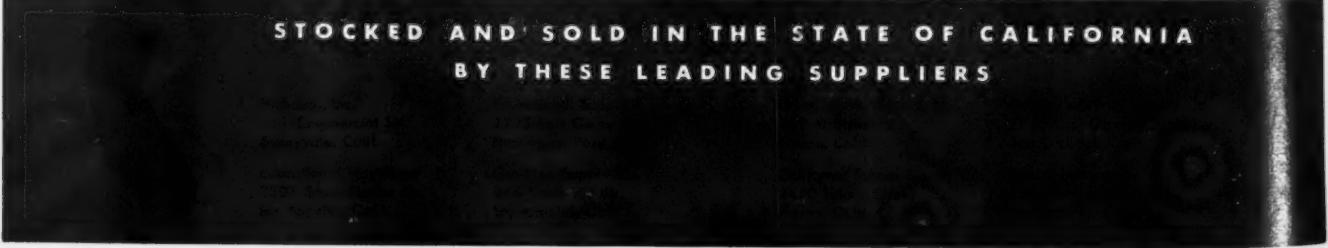
#### SELF TRAINING Practice Cards

Blank 2" x 3" cards for pupils to make own practice cards. Yellow for add. and mult., and green for sub. & div.

#752—Pack of 500.....\$0.90

Manufactured by IDEAL SCHOOL SUPPLY COMPANY

STOCKED AND SOLD IN THE STATE OF CALIFORNIA  
BY THESE LEADING SUPPLIERS



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# Federal Support Bill Is Introduced in Congress

FEDERAL SUPPORT for teachers' salaries and school construction was launched January 9 when the newly-refined Murray-Metcalf Bill was introduced in the U. S. Congress. Powerful support throughout the nation was shown by the fact that 30 senators co-sponsored the bill, including Senator Engle of California.

Bearing the official title "School Support Act of 1959" and numbered HR 22 in the House of Representatives and S 2 in the Senate, the bill provides that the Federal Government shall grant \$25 per child to every state for the year beginning July 1, 1959. In four years the grant to each state per child rises to \$100 per year, thus establishing the "three levels of support" principle.

The Murray-Metcalf proposal follows the tradition of the great federal education bills such as the Northwest Ordinance of 1785, the Morrill Act of 1862, the Smith-Hughes Act of 1917, the Lanham Act of 1941, the GI Bill of Rights of 1944, and the National Defense Education Act of 1958. Specifically, the Murray-Metcalf bill is designed to close the gap between teacher supply and teacher need on the one hand, and classroom construction and classroom need on the

other. Most recent calculations of the U. S. Office of Education shows a continuing shortage of 140,000 classrooms and 135,000 properly trained and credentialed teachers.

The bill provides that each state shall decide what percentage of its allotment shall be spent for teacher salaries and what per cent shall be spent for construction. Three-fourths of the amount set aside for salaries must be distributed to the school districts on the basis of the number of teachers employed. The state must distribute the portion set aside for construction in accordance with the need of the districts within the state.

In order to assure that neither the state nor local district will lower the amount spent for education and replace this with federal money, the bill provides a formula for establishing a "National School Effort Index" and a "State School Effort Index" each year. If the "State School Effort Index" of any state falls below the national figure for any year, that state's allotment is reduced proportionately. No state would be so penalized during the first three years of operation of the act. Each state may increase its expenditures for education in order to come into line with the national average and thereby avoid the penalty.

Cost of the program during 1959-1960 is estimated at \$1,085,000,000 of which California will receive 86½ million dollars, or about eight per cent of the total allotment. At the end of four years the cost of the total program will rise to \$4,744,000,000. The bill carries no equalization provision among the states except that the richer states will, of course, pay a higher percentage of the total federal taxes. Thus California, which pays in about 9.6% of the total taxes collected by the Federal Government, will receive back about 8% of the total allotment under the Murray-Metcalf bill. ★★



"Not much. What's new in your class?"



## UNIVERSITY OF ARIZONA SUMMER SESSION—1959

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## New NEA Headquarters Building Dedicated

The gleaming new 8-story headquarters home of the National Education Association on Washington's "Avenue of Presidents" will be dedicated in special ceremonies February 8-10. The white marble and blue-green glass structure, built with the donations of thousands of teachers, houses a staff of nearly 600 employees of NEA. Above is a view of the building at 1201 Sixteenth St., NW, Washington, D.C.; at left is Dr. Ruth A. Stout of Kansas, NEA president, who will officiate at dedication. Below is executive staff ready to welcome visitors: left to right, Frank W. Hubbard, Richard E. Carpenter, James L. McCaskill, Hilda Maehling, Executive Secretary William G. Carr, Lyle W. Ashby, Karl H. Berns, and Glenn E. Snow.



# Educational Expenses May Be Credited on Income Tax Form

Teachers who had educational expenses during 1958 will be able to claim savings on their income tax forms. However, Arnold Wolpert, NEA west coast representative, points out that there are a number of qualifications, some special forms to use, and some necessary cautions.

If you can answer YES to these questions, you may qualify.

Did you derive income from regular employment as a teacher?

Do you have a regular basic credential? (Holders of provisional credentials may or may not qualify. Those with provisional credentials who hold a BA degree have a better chance for tax credit.)

Did you undertake college or university work during 1958?

Was the purpose of the extra study to maintain or improve your professional skills? Was it NOT taken primarily to meet the requirements for a major advance credential, such as supervisor or administrator, and was it NOT taken primarily to fulfill general educational aspirations?

Are you willing to complete an itemized income tax return and hold supporting accounts and records?

## This Is What You Do

You may obtain all necessary information in the article by Dr. Remmlein which appeared on page 37 of *CTA Journal* for October 1958 and from the briefer statement by Martha Ware on page 14 of the *NEA Journal* for January 1959. You can obtain a kit of information from the NEA West Coast office at 693 Sutter St., San Francisco.

Fill out completely and objectively Treasury Department forms 1040 (the IRS return everybody gets) and 2519 (the educational expenses form). Allocate honestly that portion of your expenses which can be attributed to education. Travel and per diem costs are reported on page one as an adjustment of gross income. Tuition and

other expenses are itemized on page three as deductions. It will be wise to always stress the professional improvement nature of the educational work taken.

## Here Are Some Cautions

Claims for refunds on previous returns are invariably examined. Do not be discouraged by previous refund claim rejections in planning current and future returns.

Educational travel as part of sabbatical leave is generally considered to be personal in nature and therefore not deductible. If expenses of educational travel are claimed, limit the amount to that portion allocated specifically to education. The nature of the educational program should be substantiated by a statement of policy or requirement of the employing district.

Educational expenses incurred in meeting the requirements for basic admission to the profession are not allowable. Varied interpretations are being made by agents of the Internal Revenue Service on claims presented by provisionally credentialed teachers. Consider making the claim but be prepared for rejection.

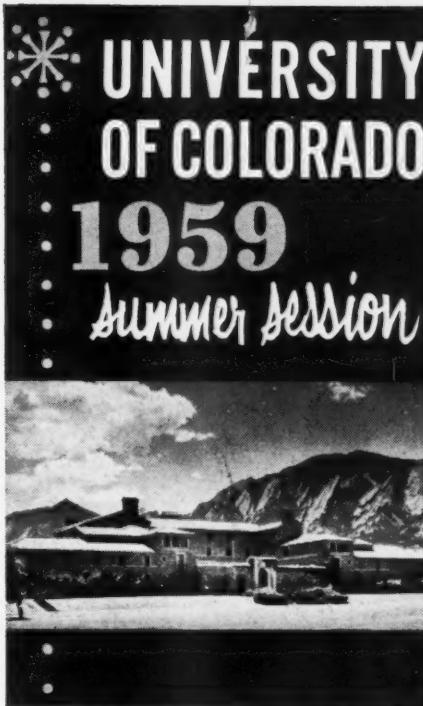
## Interpretations Will Vary

Wolpert says that NEA anticipated problems which have developed over claims for refunds on previous returns. The midyear ruling which provided for prior credit back to 1954 resulted in widespread confusion in district revenue offices. It is expected that the rate of rejection will decline as educational expense reports go on a current basis.

NEA's Federal Relations office and Research division maintain a continuing watch over IRS policy on allowances and denials. A current objective is to obtain uniform rulings and clear definitions.

Madaline Kinter Remmlein, whose October article in *CTA Journal* was

(Continued to page 49)



Enjoy rewarding study and vacation pleasures in the majestic Colorado Rockies where a great University offers unlimited opportunity for research and professional advancement. Join Colorado's "Rush to the Rockies" Centennial Celebration in 1959. Choose any of the following sessions or combination of sessions to fit your summer plans.

## FLEXIBLE ENROLLMENT PLAN

FULL SUMMER SESSION . . . June 12 - August 22

FIRST FIVE-WEEK TERM . . . June 12 - July 17

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WORKSHOP . . . . . June 22 - July 17

FIRST THREE-WEEK TERM . . . June 29 - July 17

SECOND FIVE-WEEK TERM . . . July 20 - August 22

SECOND FOUR-WEEK CURRICULUM

WORKSHOP . . . . . July 20 - August 14

SECOND THREE-WEEK TERM . . . July 20 - August 7

Distinguished resident and visiting faculty. More than 800 courses leading to graduate and undergraduate degrees. Full schedule for entering freshmen. Lectures by renowned scientists and scholars. Summer-long Creative Arts Program. Excellent living accommodations in handsome University Residence Halls.

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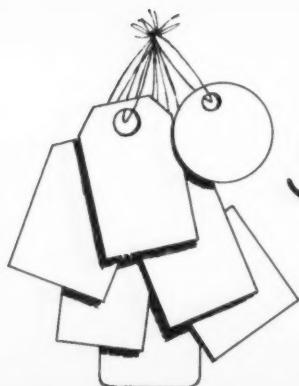
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State \_\_\_\_\_





## It's Travel Time!

Here you will find some timely tips regarding tours and plans for your summer travel.



Australia's educational facilities include outstanding high schools, colleges, and universities. This is Melbourne high school on Forrest Hill, South Yarra. At top of page is dramatic view of the New York skyline—looking down on Wall Street—as might be seen from transAtlantic plane by returning traveler.

**T**EACHERS MUST TRAVEL! For the teacher, in a sense, is a storehouse of knowledge, and the storehouse must be replenished. Every trip adds something, whether it be a journey to a neighboring state or a voyage to Siam.

The traveling teacher, moreover, gathers more than knowledge. He gathers credits—good, hard credits that add to his stature as a teacher. The way these credits may be obtained, and how many may be obtained will vary from district to district, and the traveling teacher should therefore check with his administrator to ascertain exactly what requirements he must fulfill. Once he knows how far he must go, how long he must stay, and what he should study, the teacher is set to plan his trip.

With a country 3,000 miles from seaboard to seaboard, and 1,500 miles

from Canada to Mexico, there are literally thousands of places to visit where one doesn't need a passport or travel permit, or even have to show a birth certificate to get back home. For instance, there's an NEA tour this summer which will visit the shrines of American literature in New England. If this is your meat, you'll spend happy hours visiting the House of Seven Gables, Walden Pond, Longfellow's home, and many other places known only through the printed page. No dates have been mentioned for this tour—get them direct from NEA Travel Division.

If it's difficult to make vacation plans work in with a guided NEA tour, be sure to check with the travel agencies who advertise in the *CTA Journal*. You can obtain reams of literature on places to see and things to do in the U.S.A. and a travel agency will do all the work once you tell your counselor where you want to go.

Have you seen the Hudson River Valley and the Adirondacks? How about Colonial Williamsburg in Virginia, where authentic settings have been retained? And there's Independence Hall in Philadelphia, Faneuil Hall in Boston, the Grand Canyon of the Colorado, the Limberlost area (shades of Gene Stratton-Porter!) in Indiana, Mammoth Cave in Ken-

tucky, Carlsbad Caverns in New Mexico, Mount Rushmore in South Dakota, Salt Lake in Utah, Dinosaur National Monument in Colorado . . . and Cape Canaveral, Florida!

On the other hand, why not concentrate on California? There are many places to visit for their special interests, but there are also numerous resorts for the teacher looking for rest, relaxation . . . and fun. There's Hoberg's in Lake County, Richardson Mineral Springs in Butte County, and if you want to study and meet other people with similar interests, there's Idyllwild in Riverside county.

Want to go outside the territorial boundaries of the U.S. this year? Then how about Hawaii, Canada or Mexico? CTA is cooperating with NEA again on an Hawaiian tour, leaving San Francisco Monday, July 13 via *S.S. Lurline*. Honolulu arrival is Saturday, July 18. Planned tours will take the visitor around the main island of Oahu and to other islands in the group. Price is \$371 for land arrangements, plus round-trip ship accommodations, ranging from \$300 up. Complete information on this

(Continued to page 46)

Photographs courtesy of Pacific Area Travel Association, American Airlines, Japan Tourist Association, Pan American World Airways, and Hilton Tours.



"Tango-no-Sekku" or Boys' Festival is celebrated in May for Japanese boys. Warrior dolls' arms and large swords symbolize gallant manhood. Over roofs float large carp streamers signifying manly courage. Japan has become a favorite tourist destination for Americans every summer.



Ozzie Hilton of Hilton Tours stumbled on Hilton Castle, now being restored by the British government. Ozzie is happy to emphasize the name.



Lake St. Clair, Tasmania, is in a national park of glacial lakes, waterfalls, and forests, a holiday mecca for both Australians and their visitors.



This newspaper pub in London's Fleet Street was rebuilt in 1667. Management of the "Cheese" preserve the table where Doctor Johnson and Biographer Boswell matched wits.

# Travelers Abroad Must Avoid "Culture Shock"

Adequate preparation for foreign travel can help teachers bring home true picture.

Educators, persons who devote themselves professionally to interpreting life's events to others, have a unique responsibility in traveling abroad. Recognizing this obligation, thousands of teachers tour foreign lands every summer.

Their experiences overseas will be shared with many who will never have the opportunity to travel. As educators, they carry the voice of authority, and their representation of life abroad will *become* life abroad for many students and colleagues. The verbal pictures they represent should be unbiased and as true as the teacher can make them.

In a shrinking world, a major responsibility of today's teacher is to become a skilled reporter of international relations. This means he must make the world his classroom for in-service training. And he must drop the illusion that "all travel is broadening," even that which is essentially recreation and entertainment. Travel broadens when the traveler is exposed to new ways of thinking and acting—and responds accordingly.

To get the most from travel, to make each trip intellectually and emotionally rewarding, the teacher should set high standards. It will be necessary to investigate the educational merits of particular tours. Such investigations will normally reveal that traveling in "guided" groups will bring a maximum return.

The first question—how sound, educationally, will a trip be—can be answered by looking into the leader's qualifications. The size of the group

*KATHERINE THANAS, former director of the west coast office of the Council on Student Travel, wrote an article on travel based on the organization's observations, from which the above pertinent observations were extracted.*

and the backgrounds of other participants are also important considerations. Will there be stops on the itinerary long enough to assure more than surface contact with the area? Does the leader have adequate experience, knowledge of language and customs, skill in handling people?

Preparation requires more than just purchasing tickets, applying for passports and visas, taking inoculations, and packing wisely. There should be a prolonged period of gathering information and self-examination of attitudes and prejudices. For instance, the traveler should know:

... something about the geography, economy, and political life of the countries to be visited.

... something of the religious, philosophic, and social values which activate the societies visited.

... a few words of the language, as a gesture of goodwill toward the hosts.

... something about his own manners and values as an American, so that he can appreciate how he will appear to his hosts and understand the basis on which he will judge others.

Regarding manners and values, two stumbling blocks sometimes interfere with good travel experiences. Both concern personal receptiveness to the events of the trip.

One is to deny that it is "good" to be different. The traveler who measures his contacts abroad by "the American way" will be prevented from developing empathy toward a new culture because he will reject the surface. We may not be able to make all Frenchmen or all Germans love Americans but we can help them understand why we act as we do—while we are understanding why they act as they do.

The second stumbling block to

learning is succumbing to a state of "culture shock." This is the condition which manifests itself when the tourist curses the foreign waiter because he (the tourist) feels uncomfortable about being in a new situation without familiar cues to behavior. He doesn't recognize the reasons for his dissatisfaction and that is why "culture shock" has caused unfavorable attitudes toward Americans generally in foreign lands.

There is no known remedy for the effects of "culture shock" except an awareness of the condition and recognition that it affects any person away from his home environment. The traveler will recognize the symptoms when he finds himself making unflattering comparisons between the host country and his home state. He must beware of this tendency.

The Council on Student Travel (largely engaged in teacher travel, in spite of its name) is concerned about good travel experiences. A nonprofit coordinating agency in the field of educational travel, it works with administrators of travel programs as well as with individual travelers. The west coast office, formerly located in San Francisco, was closed the first of the year, but the Council continues to offer services through its national headquarters located at 179 Broadway, New York 7.

The Council conducts year-round educational programs on trans-Atlantic passenger liners to prepare travelers for their adventures abroad, convenes annual conferences in the field of educational travel, promotes campus programs on travel, sponsors travel research, and offers consultative service to prospective travelers who wish help in selecting a travel program.

# Big "Red" Schoolhouse

**DR. GOODWILL, Santa Monica superintendent of schools, was one of 71 U.S. educators who toured Russia from August 17 to September 24 of last summer. He made a comprehensive study of the Soviet educational system, talked with numerous officials, educators, pupils, and citizens. Among cities he visited were Moscow, Kiev, Leningrad, and Tashkent. Here is a brief review of his impressions and conclusions.**

THE SOVIET UNION is a complex nation, and it is difficult to draw valid conclusions without prejudice. To evaluate this nation fairly one should look at both "positive" and "negative" factors.

On the "positive" side are:

(1) Forty years ago Russia was an illiterate nation, where 70% of the people could neither read nor write. Today it is almost 100% literate.

(2) Until the last few weeks the USSR was the only nation in the world operating a commercial jet airliner. We flew the TU 104 a total distance of 5,000 miles, traveling at a 35,000 foot altitude at 650 miles per hour.

(3) The launching of Sputniks 1, 2 and 3 was partial evidence that the Soviet Union has available highly qualified scientists. We saw the full scale models of these Sputniks at the Permanent Agriculture and Industrial Exhibits in Moscow.

In examining the "negative" side we find the following disturbing facts:

(1) As a nation Russia has repudiated the belief that there is a God, and is teaching atheism in the schools from kindergarten through the fifth grade.

(2) The individual in the Soviet Union is considered of no importance except as he contributes to the welfare of the collective.

(3) Through the Hitler-like youth movement the Communist party has

developed a passionate love of country and a compelling desire to "Reach and Overreach America" in education, science, industry, and world trade.

Such a broad objective is far-reaching. It is through the realization of this goal that the Communists hope to bring about the destruction of the capitalistic system. Such indoctrination starts in infancy and is continued through the Octoberist organization for young people ages 7 to 11; the Young Pioneers for ages 12 to 17 and the Komsomol for students ages 18 to 25. Through these communist organizations a thorough job of "brain washing" takes place in a highly organized and highly controlled program.

## Centralized Control

All courses of study in the schools are prepared by the Ministry of Education, and are followed to the letter in every school throughout the land.

In addition to the centralized control of subjects taught, all instructional materials come under the heavy hand of communistic censorship. The printing and distributing of textbooks as well as detailed instructions on procedures and methods are supplied to all teachers by centralized Ministry of Education.

The following subjects are required: Russian language and literature through the 7th grade; Soviet and world literature, grades 8, 9 and 10; history and foreign language,

grades 5 through 10; math, all grades; physics, starting with the 6th grade; chemistry, starting with the 7th grade; principles of production, starting with the 8th grade; geography and biology, grades 5 through 9; astronomy, 10th grade.

## Many Tongues Taught

All children are required to study a foreign language. Children may choose English, French, German, Chinese, Hindu, Arabic, Farsi, or Urdu. Foreign language instruction usually starts in the fifth grade, but in some experimental schools it starts in the second grade. We visited an experimental school in Moscow, and saw a class of 30 children divided into three groups with each teacher of English having only ten students. We later attempted to talk to fifth grade children, but found their vocabulary so limited that it was difficult to converse. However, we found an eighth grade class in economic geography using an English textbook and conducting the entire discussion in English. With the strong emphasis on the study of foreign languages, it is evident that within a few years all Russian delegations will go into foreign lands with a fluency of the language of the country.

## More Study Required

We also studied the ten-year school and the requirements for graduation. It is interesting to note that a Russian student will attend classes a total of 10,132 hours by the time he is ready for graduation. He starts school at seven years of age and attends six days a week throughout a ten year period. In America, a child starts in the first grade at five or six years of age and attends five days a week for a period of twelve years.

We found excellent kindergartens, and the quality of work compares favorably in both countries. Soviet children attend kindergarten between the ages of three and seven, and are subject to a strong indoctrination program for communism. The California kindergarten is a one year program, starting at the age of four years and nine months. The Soviet system requires 12 hours attendance each day, while in America the average is about two and one-half hours. It is the Soviet claim that approximately 90 percent of the children are enrolled in kindergarten.

#### Class Time Extended

Starting in the first grade, lessons are 45 minutes with 10 to 15 minutes of recess with 30 minutes for lunch. School starts on September 1, and closes about the end of May, with approximately the same vacations that we have in America.

Children in grades 1 to 4 have only one teacher for the entire day except for special instruction in drawing, singing, physical education or physical culture.

Starting in grade five and continuing through the 10th they have fully departmentalized programs. Teachers work from detailed lesson plans which are approved by the principals. The class plan follows the prescribed method of instruction outlined by the Ministry of Education.

The classes are very formal, with emphasis on memorization and rote learning. There is little opportunity for children to ask questions or participate in discussion.

The Soviets do not believe in measurement of intelligence. They give no I.Q. tests or standardized tests of any kind. Each student carries his own grade book. The teacher grades the pupil after a recitation, records the grade in the book, and the parent signs the report at the end of each week. Students who get unsatisfactory grades are sternly dealt with by the Communist Youth Organization. It was interesting to observe that examinations are given only at the end of the 7th and 10th grades. Thirty questions are prepared by the Ministry of Education and given to the teacher a month in advance. Children

## Soviet schools are exacting — but not superior to American standards

are drilled on the questions, and three are selected at random on examination day.

Much has been written in the American press and journals about the high quality of audio visual education in the Soviet Union. We found little evidence of audio visual education in any school except in Moscow University, a showplace for the nation.

#### Salaries Are Low

We found teachers were not being paid the high salaries we had been led to believe. Teachers start in the elementary school, after college graduation, and without experience, at 575 rubles per month, which is equivalent to \$57.50. This increases with experience and higher salaries are paid in grades 8, 9, and 10, but the total salary received after 25 years of service in the 10th grade is only \$92.50 per month. Skilled laborers receive about \$75 per month; housemaids, \$25 per month; streetsweepers, \$30 to \$40 per month. Higher salaries are paid on the University level, and University instructors have the opportunity of earning 50 percent above the stipulated pay by translating books and doing other research work.

#### Giant University

Moscow University is a great institution founded 202 years ago. It is a 32 story building with three research institutes, three museums, eight stations for research work, two botanical gardens, and three astronomical observatories. It would require one month to see the plant if you would spend one minute in each room, I was told. There are 1,700 laboratories in the building; 350,000 visual aids; 5,000,000 library books, and a dormitory with 6,000 rooms. Of the 23,000 students attending the University, we learned that only 2,000 are doing graduate work. Students attending the University come from all sections of the Soviet Union and 26 foreign countries.

Prospective University students

complete application forms and are approved at the University on examination day. They must take examinations in Russian language, literature, math, foreign language, physics and geology (if the student is seeking admission to the geology department). The prospective student must be a high school graduate, and preference is given military or work experience. Before the final admission to the University, the student must be interviewed by the department instructors, a member of the communist party, a member of the Komsomol and a member of the trade union in the field of activity in which he desires to enter.

#### My Comparative View

After almost five weeks of extensive study of education in the Soviet Union I arrived at the following conclusions:

First, the Soviet system of education is totally unacceptable to us in America because the objective is to produce a citizen of no importance as an individual, useful only as he serves the State.

Second, it is folly for us to assume that we cannot meet the Soviet challenge. The best schools in America are superior to the best schools in the Soviet Union. We can best meet the Soviet challenge by making a more concerted effort to raise the quality of our poorest schools to that of our best.

Third, the Soviet citizen is not a free person. Although we were treated cordially wherever we went in the Soviet Union, we were constantly aware that we were not associating with a free people.

I am reminded of the Russian boy who attended Soviet schools and then came to America and finished his education in this country. When he was asked which system he preferred, he thoughtfully replied: "I studied under both, and I can say this—In Russia they teach communism; in America they teach freedom. For this alone, I take the United States schools, and with all my heart." \*\*

# Who Can Be Sued?

This is the second part of a discussion regarding the teacher's liability under law.

Eugene Benedetti

THE DOCTRINE of nonliability stems from the English Common Law, being identified with "Divine Right Monarchy" or the "King can do no wrong." Hence, if a king were endowed with divine powers which rendered him infallible in his regal capacity, he was immune from any responsibility for his own negligence. This common law immunity which flourished during the Middle Ages was later transplanted to the new world, nurtured and allowed to develop.

Excluding the inhibitions firmly embedded in common law precedents, additional deterrents to the practice of maintaining tort action against public corporations are prevalent. School districts as state agencies do not possess inherent power but only such authority as expressly granted by the legislature and other central agencies, and limited implied powers derived from an express conferral. Thus, adoption of a policy by a district board permitting suit for an intentional or negligent tort would be *ultra vires*, or in excess of its legal justification. Furthermore, school districts are public units concerned with promoting the general welfare. They are not established nor are they administered for the purpose of displaying financial gain or profit. The equitability of allowing suit under these circumstances might be ques-

Dr. Benedetti, professor of Education at Los Angeles State College, began his discussion of tort liability in the January issue of CTA Journal. Unfortunately, the first installment was cut short; the article above completes the discussion. Readers should be advised that CTA provides legal counsel only on cases referred by the board of directors which represent major issues of Association policy.

tioned. Finally, in most states there is no provision for paying a judgment from budget expenditures.

## Exceptions to the Doctrine of Nonliability

Some states, namely California, Washington, New York, New Jersey, Connecticut, and Wyoming, have repudiated or at least modified the common law immunity by permitting suit under designated conditions. In California and Washington tort action can be maintained against school districts for injuries proximately caused by the negligence of its employees, agents, and board members. However, Washington does not recognize injuries occurring on the playground or related to athletic equipment, and vocational training. In New York the courts have repeatedly held school districts liable in their corporate capacity for the negligent performance of duties by the board members. Connecticut, New Jersey, and Wyoming, have enacted "save harmless" statutes which authorize districts to pay from current expenditures any judgment obtained against certificated and classified employees. Thus, six states have repudiated or at least modified the untenable doctrine of nonliability.

The refutation of nonliability in California by statutory prescription has been more comprehensive than elsewhere in the United States. Such modification stems from three principal sources: Government Code, Vehicle Code, and Education Code.

### Government Code, Section 53051:

A local agency is liable for injuries to persons and property from the dangerous or defective condition of public property if the legislative body, board, or person authorized to remedy the condition:

- (a) Had knowledge or notice of the defective or dangerous condition.
- (b) For a reasonable time after acquiring knowledge or receiving notice, failed to remedy the condition or to take action reasonably necessary to protect the public against the condition.

From the foregoing it would appear that knowledge of any defective or hazardous

condition is essential if suit against the district is to be maintained. However, in a recent California case the court decreed that "it was not necessary that officers or employees of the district have actual knowledge of the danger, providing a reasonably prudent person under similar circumstances could have discovered the unknown peril".

### Vehicle Code, Section 400:

... school district and any political subdivision of the State owning any motor vehicle is responsible to every person who sustains any damage by reason of death, or injury to person or property as the result of the negligent operation of any motor vehicle by any officer, agent, or employee when acting within the scope of his office, agency, or employment; ...

### Education Code, Section 1007:

The governing board of any school district is liable as such in the name of the district for any judgment against the district on account of injury to person or property arising because of the negligence of the district, or its officers, or employees ...

It should be observed that the district is only liable for the *negligence* of its employees, not the intentional torts committed by classified and certificated personnel.

## Protection Against Liability

Section 1029 of the Education Code requires school districts to insure against the liability of the district. Also included is the personal liability of board members, officers, and employees of the district, for damages to property or damage by virtue of death or bodily injury to any person, as a result of any negligent act by the district, or by a member of the board, or any officer or employee, when acting within the scope of his employment.

The amount of liability insurance a district is required to provide is not stipulated by statutory enactment. This feature is delegated to the discretion of governing boards. However, in view of recent happenings certain recommendations can be advanced relative to desirable amounts of coverage.

In a recent northern California case the appellate court affirmed a verdict of \$206,804, awarded to an athlete for paralyzing injuries suffered in a football game. Originally,

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the jury recommended \$325,000, but the court ordered a remitter to the lesser amount. The amount of liability insurance carried by the school district was insufficient even to pay for the reduced judgment.

In another development, suits that exceed seven million dollars have just been filed in the Superior Court of Los Angeles County against a private school and a transit company for multiple deaths and injuries occurring in a transportation accident.

As a result of these developments school districts should carry a minimum of \$250,000 liability insurance per person and \$1,000,000 per accident. Considerable difficulty is encountered in obtaining coverage in excess of the latter amount. Property damage of \$25,000 is commonly accepted as sufficient protection.

"If I leave my class unattended can I be held personally liable if a pupil is injured during my absence from the classroom? "If an injury occurs on the playground during my supervisory tour of duty, can I be held personally liable?" These, and comparable questions comprise a significant source of irritation, uncertainty, and frustration to the classroom teacher. Sufficient justification can be expressed for such concern when in excess of 4,000 cases involving school districts, officers, and employees, are litigated annually by American courts.

#### Who Is Liable for Injuries?

Attempting to establish responsibility for pupil injuries is an involved and complicated process which cannot be determined by simple affirmative or negative utterance. Negligence as a cause of action, must be characterized by four basic elements: duty, breach of duty, proximate cause, and injury or damages. All four principles must be present before liability can be determined with any finality.

To illustrate the basic procedure involved, let us assume that a pupil was injured in the classroom which was temporarily unattended. During the teacher's absence a boy from another class darted into the room and hurled an object which caused the

pupil to suffer an injury. Did the teacher possess a duty to exercise due care so as not to create unreasonable risk of harm? Was the injured pupil within the category of persons to whom a duty is owed? Obviously, both questions must be answered in the affirmative.

Did the teacher breach her duty or responsibility by allowing the group to remain unsupervised while she visited another teacher? Failure to do what a reasonably prudent person would do under similar or identical circumstances results in a breach of duty. Leaving a group of students without adequate supervision is hardly an attribute or characteristic of the prudent man. Here, too, the second element has been violated.

Proximate cause, the most difficult element to establish, is the causal relationship or connection existing between the teacher's act and the pupil's injury. If there are no intervening occurrences between the negligent performance and the injury direct causation is created, firmly establishing proximate cause. If an unforeseen, independent, intervening act results then the so-called "chain of causation" is disrupted, nullifying proximate cause.

Citing the illustration, there was a causal relationship between the teacher's act of leaving the group unsupervised and the pupil's injury. However, it can be effectively and conclusively argued that an independent, intervening act existed,

#### GRIMROSE GRAMMAR



"It's a little arithmetic game one of them taught us."

namely the boy entering the classroom and causing the injury. Such an occurrence might be construed as beyond the realm of foreseeability. Thus, the determination of the third element, proximate cause, is extremely doubtful, thereby relieving the teacher of liability for the resulting injury.

#### Negligence and Intentional Torts

There are numerous types of tortious acts. However, the two most commonly confronting teachers are negligence and intentional torts. The elements of a negligence action were treated in the foregoing discussion. In legal parlance it has been defined as conduct which falls below the standard established by law for the protection of others against unreasonably great risk of harm. In negligence the defendant does not desire to bring about the consequences that follow. Litigation involving teacher negligence invariably clusters around inadequate supervision, especially in science laboratories, playground, and gymnasium.

An intentional tort is characterized by voluntary conduct on the part of the defendant. It is an intent to bring about a result which will invade the interests of another in a way that the law will not sanction. The intent is not necessarily a hostile one, or a desire to do any harm. The defendant may be liable although he has meant nothing more than a good-natured joke, or believed there would be no resulting injuries to the plaintiff, or that he was acting for the plaintiff's own good. Thus, a teacher who injures a child while administering corporal punishment may be guilty of an intentional tort (assault and battery) although no harm was intended.

The most common intentional torts involving teachers in litigation are assault and battery, defamation, false imprisonment, and creating a mental disturbance.

Obviously, assault and battery which encompass corporal punishment, involve more teachers than the combined efforts of the remaining intentional torts. Significantly enough, a teacher who abuses discretion while

resorting to corporal punishment as a punitive measure, may be confronted with two lawsuits. One by the student for the personal wrong, a civil suit, and the second by the state for an infraction committed against society, a criminal suit.

Defamation is any statement, utterance, writing, picture, or act which tends to diminish the esteem in which the plaintiff is held. It may be written in which case the defamation would be libel, or it may be oral in which case it would be classified as slander. A defamatory statement must be intentionally or negligently communicated by the defendant to a person other than the one defamed. In one case, a teacher recorded in the register she was legally required to keep, the following anecdotes about a student: "Drag all the time." "Ruined by tobacco and whiskey." The law also rendered it mandatory for board members to inspect the register, thereby resulting in communication of the defamatory inscriptions. Since the boy never drank whiskey and only used tobacco occasionally, the court found the teacher guilty of a false, malicious, and unprivileged publication with a tendency to deprive the plaintiff of public confidence.

False imprisonment is an act of confining the plaintiff within the boundaries established by the defendant without legal justification. Thus, if a teacher detained a youngster after school in excess of the legal maximum (one hour in California) an action for false imprisonment could be maintained against the teacher. Cases involving teachers and false imprisonment are extremely rare. However, in a recent case an attendance officer was convicted of such a complaint when he forcibly removed a 14-year-old girl from home and returned her to school. The girl had been instructed by her parents to remain at home and care for a younger sister.

Mental disturbance concerns the intentional infliction of an emotional or mental inquietude by conduct flagrantly outrageous in character. Surprisingly enough, a few cases involving this specific tort have reached

our courts. In one classic illustration a principal was found guilty of this charge when a 15-year-old girl suffered a nervous breakdown as a result of a severe reprimand by the administrator for alleged unchastity.

#### Protection From Tort Liability

What can employees do to safeguard themselves against their own tortious conduct? In the January *Journal* it was noted that a limited number of states (California included) permitted recovery against the district for the negligence of its employees. Even where this condition exists, governing boards are allowed to recover personal judgments against teachers, although this practice is extremely limited. It should be emphasized that such verdicts against districts are permissible only for negligent conduct. Statutory enactments in California do not permit recovery against the district for the

intentional torts committed by employees.

To assure complete immunity against intentional torts and negligent action, teachers should purchase on-the-job liability insurance. This specific coverage affords complete protection for any tortious act incurred while employed by the school district. Such activities may occur away from school premises. On-the-job liability insurance, which is reasonably priced, may be purchased through the California Teachers Association.

The increasing number of cases involving teachers, and the judgments rendered against them, should serve as reminders that caution and diligence should be practiced during the course of employment. Failure to exercise these virtues could conceivably result in a teacher being encumbered with a court verdict that would be financially crippling for life. ★★

## what I'd like to know is . . .

Professional questions may be addressed to Harry A. Fosdick, CTA Public Relations Executive

### Borrow retirement funds?

*Q. Is it ever possible to borrow on the funds we, as individual teachers, have paid into the retirement fund if we plan to continue teaching? If so, what is the rate of interest and the time allowed for repayment?*

*Ans. There is no provision by which teachers can borrow from the Teachers Retirement Fund. The only way in which you could obtain the money is to leave the teaching profession or the state and withdraw from the retirement system.*

### Lengthen school day

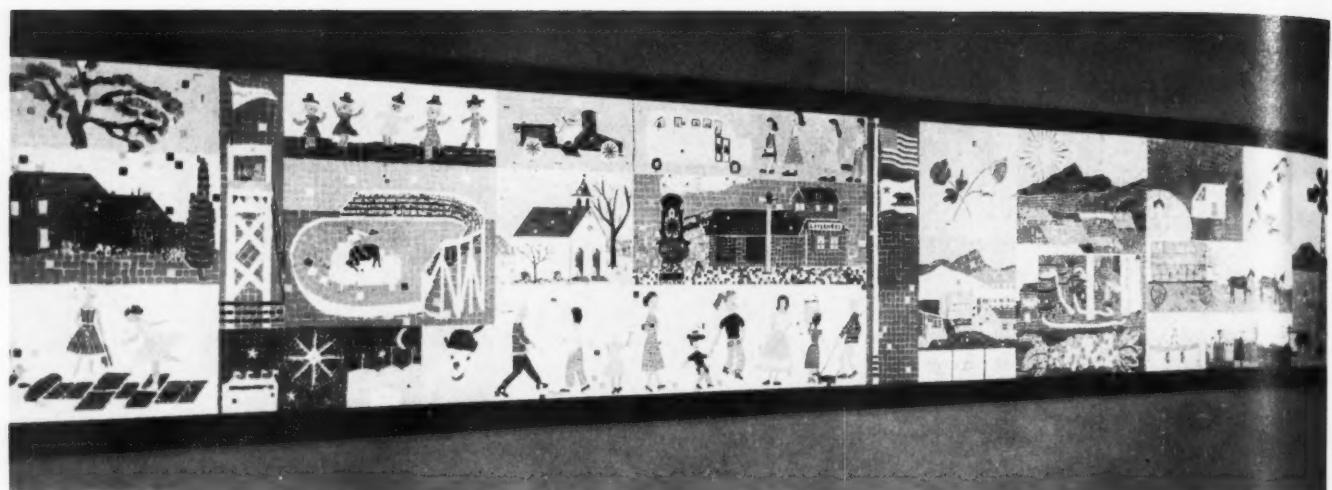
*Q. Our superintendent has indicated that there are trends toward lengthening the school day or the school year. Is there a movement toward this goal? If so, our association would like to initiate an objection since we consider*

*that lengthening either the day or year materially would be detrimental to pupils, teachers, and the financial structure of school support.*

*Ans. Your superintendent certainly is correct that pressure is being exerted for lengthening either the school day or school year, or both. Most of this pressure is from the public which feels that this may be one method of solving some of the problems which our critics say exist in the educational program. Since California has a comparatively shorter required year than other states, demands for some increase are difficult to oppose.*

*In his appearances in California, Dr. James B. Conant advocated either shifting to a 7 or 8 period day*

*(Continued to page 42)*



# We Build A Mural

Over 800 pupils at Livermore participate in historical design made from vinyl tile.

Marjorie Kelley

HUNDREDS OF HANDS and 820 eager and creative spirits made a permanent mural for the new East Avenue School in Livermore.

The project was initiated by Joe Mitchell, superintendent, and David Dalke, principal, to give the children an aesthetic experience and to develop citizenship and pride in their school.

The theme of the mural is Livermore — Past and Present. It was chosen because it afforded all of the children from kindergarten through eighth grade an opportunity to participate. Too, it complemented the social studies program of the community.

"Old time" citizens of the commu-

*Mrs. Kelley is supervisor of instruction for the Livermore elementary school district, Alameda county. She suggests that teachers who wish to try a similar project may write Amico Floor Division, American Biltrite Rubber Company, Trenton 2, N. J. The design department of the company will provide samples and a discounted price will apply to school orders for this purpose.*

nity helped prepare the children by telling stories of the old days and showing historical photographs. Newspapers reprinted some historic news of the early days in Livermore. After the children were prepared, they then made two pictures. One was a picture of historic Livermore, and one was a picture of modern Livermore. From hundreds of pictures the teachers, some of the "old time" residents, and Artist Nicholas Koukes selected the drawings to be used.

The children whose drawings were to be used helped me make an arrangement of the mural on a long piece of butcher paper. After the cartoon of the mural was completed the final design was traced on four 4' x 6' x 1/2" pieces of plywood. The completed mural measured 24 by 4 feet.

For 20 school days 10 or 15 of the children took turns in half-hour periods coming to the multi-purpose room to work on the mural. I worked with the children while they were there. They did all of the cutting, fitting, gluing and grouting of the



*The author watches students placing tile and applying grout to one of the panels of the mural. Above, the completed 24 foot mural is shown with details of historic and contemporary community life. Photos courtesy Alameda county schools.*

mural, which is made of vinyl tile. This material was especially selected because children are able to work without special tools and because it is safe to use. Too, this vinyl product complements the modern structure of the building. The tile is regularly used to cover floors.

The 9 x 9 inch tiles were first cut into inch, half-inch, quarter-inch long strips on a paper cutter, then reduced to squares. These pieces of tile were kept in little dishes by color so that

as the children needed the colors they selected what they required. We began by working on figures for the buildings. The pieces that fit in as they were cut were glued around the edges with waterproof cement. When these tiles did not fit, a pair of ordinary school scissors were used to cut and shape the tiles to fit the exact space.

We found as we worked with children that from the fourth grade through the eighth grade children were able to cut and shape tile. The kindergarten through the third grade children did no cutting of tile—they

put into position tiles already cut for larger areas.

After all of the tiles were in position it was time to do the grouting. We used a special plastic grout that was recommended by the company who sold us the tile. This was spread over the entire surface, then later wiped clean with a solvent.

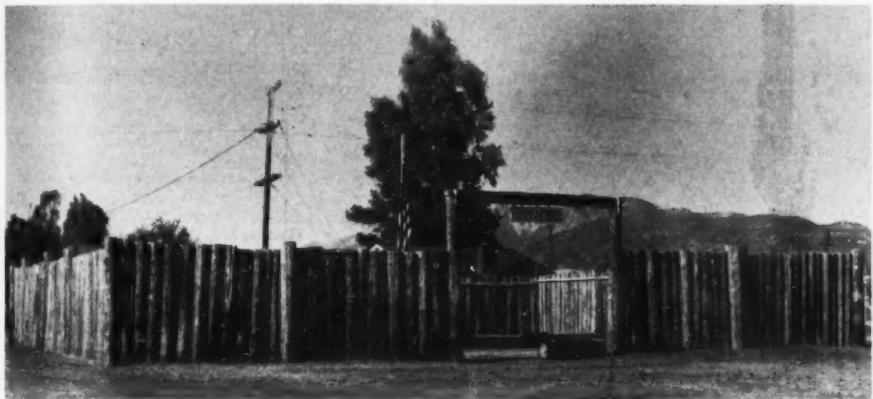
As the project progressed it was interesting to note the children's enthusiasm for the work they were doing. Each day at the end of the day we put the panels up against the wall so that as children passed through

they might see what had been done that day.

On opening night when the panels had all been hung in place it was difficult to see the mural because each child was taking his parent to the place where he had worked and pointing out "I put in these pieces," "This is what I did," or "I drew this."

We not only have a beautiful decoration for the foyer, but we have all worked together in a new way. This mural could not have been possible without 1,640 hands, 820 creative spirits, the teachers, administrators and the community. ★★

## They Built A Western Fort



Fifth graders at Rialto construct Fort Henry for effective understanding of western movement.

### Frances E. Brooks

Pioneer forts are not confined to stage sets pictured on your TV screen. Today an American flag flies over another kind of pioneer fort. The "pioneers" who built this fort are eleven-years old. However, in this instance, age is not a factor, for these youngsters are pioneers in the true

sense of the word. Their fort, as nearly as can be determined, is the first and only one constructed by and for fifth-graders to give them real-life experiences dealing with their Westward Movement study. Yes, the fifth graders of the Lida M. Henry School in Rialto know the meaning of "pioneer life"!

The boy who split logs for the walls of Fort Henry has real knowledge of how Lincoln felt after splitting rails all day. The girl who helped prepare a meal for her classmates over an open-fire may never be called upon to use the learnings gleaned from this experience, but she'll have deeper understanding of the character of the women who followed their men to new frontiers.

Miss Brooks is a fifth grade teacher at Henry school in Rialto. She reports the project conceived and directed by John Kalita, who had taught at Henry for two years. He is now at another school where he has a sixth grade class and a unit in aeronautics, complete with a jet aircraft.

To all the children, construction of Fort Henry has offered an excellent opportunity for comparative study. Most of us have no reason to question the quality of a commercial bar of soap or a tapered candle. After having made and used products of their own creation, these children are apt to have a better understanding of scientific advancements.

The boys and girls who enter the fort to raise the flag at the beginning of each school day, might well pause for a moment of reflection. The four walls are completed; walls of logs embedded two and one-half feet in the ground and extending seven and one-half feet above. The flag pole is in place and in use. The sign swings from the arch over the gate.

In one corner is the fire-pit with its memories of candle-making, soap-molding, and meal preparation. In another corner green stalks of corn, planted by the method taught the early settlers by the Indians, wave in the gentle breeze. The project is an accomplishment of which the children can be justly proud.

For those who relish the facts and figures, the children can supply them. The fort is 50 feet wide and 60 feet long. They cut old California Electric power poles into ten foot lengths. They embedded the shortened poles into the ground, and to insure the solidity of the wall, every twelve feet they sank additional support logs four and one-half feet into the ground.

Construction problems presented

by such a project are numerous and afford many opportunities for group discussion and participation. Work tasks are rotated and on a voluntary basis. To date, the volunteers have exceeded the tasks. No child is allowed to lift more than he or she can handle with ease.

During the school year the time spent on the actual construction of Fort Henry has averaged less than ten minutes per day for a class numbering 25 students and their teacher. Thus, the children are not deprived of any of the social studies time needed for research, discussion, and reading which is necessary for the successful completion of the westward movement unit. Fort Henry is

an enrichment to this vital unit; not the unit itself.

There are some who would ask—now that the fort has been constructed, what does it hold for future fifth graders? Three dwellings are planned for the fort's interior. The first will be a pioneer home with its appropriate furniture. The second structure will be a pioneer school with wooden desks and chairs where class can actually be conducted for a half day a week, and children can relive the experiences of their counterparts of long ago. A museum to exhibit the historic items collected by or loaned to the school will be the third dwelling. Upon completion of

these structures, the children of other schools will be invited to visit the fort and enrich their own study of the westward movement unit.

Even when the construction phase is completed, the possibilities for Fort Henry will still be unlimited. There are Conestoga wagons to be built, Indian raids to be staged, wigwams to be fashioned, gardens to be planted, songfests to be held, meals to be prepared, plays to be shown, lookout towers to be built and furniture to be made. The creative minds of children at work at something they enjoy will never cease to have ideas for future projects. Fort Henry can truly be pictured as young and as stout in heart as its builders. \*\*

## CREDENTIAL REFORM

# Licensure Policy Product of Five Year Study

IN DECEMBER, 1958, CTA's State Council of Education received from its Committee on Teacher Education the proposed policy statement, *Licensure of Teachers in California*. Because the Council will act on this statement at the April annual meeting, study and discussion of credentialing issues continues. Logically, many interested teachers ask about the history of the current CTA proposals. They want to know how and by whom the proposals were devised.

The CTA statement on licensure, as published in *CTA Journal*, January 1959, is the product of, and was adopted by, the CTA Committee on Teacher Education. Actual writing was done by a subcommittee. But the basic proposals found in the statement have a long history. Some have survived many committees in and out of CTA. Some appear in official reports of other committees attached to other agencies. To understand the history of the CTA proposed statement of policy it is necessary to know something of credential revision developments in the California Council

on Teacher Education and the State Department of Education.

Association records provide abundant evidence of concern with improving standards and processes of credentialing. Minutes of the Committee on Teacher Education since 1947 show increasing attention to these important professional processes. During the era of piecemeal revision of individual types of credentials the Association, through its Committee on Teacher Education, maintained liaison with revision groups appointed by the State Department of Education. Association representatives were occasionally appointed to revision committees and consultants attached to the State Department of Education met frequently with the Committee on Teacher Education to discuss credentialing problems. This relationship between the Association and the legal agency continued until 1953 when a moratorium was advocated on revision of individual types of credentials.

Another agency, The California

Council on Teacher Education, has played a major role in the revision program. The Council, established in 1945, is composed of officially designated representatives from all teacher education institutions, eighteen statewide professional associations, and the State Department of Education. In 1954 the Council, by written agreement with the State Department of Education, became an advisory body to the legal agency in all matters relating to credential revision. It was agreed that the Council was to be the initiating body for any proposed action or movement looking toward the revision of requirements for credentials and rules and regulations relating to their administration so far as fundamental policy was concerned.

CTA sends delegates to all CCTE meetings, participates actively in the affairs of that Council, and a CTA consultant meets with the CCTE Board of Directors. It was a CCTE Exploratory Committee on Credential Revision, made up of institutional, legal agency, and association representatives, that in 1953 first advocated a halt in further revision of individual types of credentials. Proposed instead was a long term study of the entire licensure structure. Although several state educational leaders had indicated need for credential reform, this 1953 Exploratory

(Continued to page 38)

# THE CHALLENGE OF FREEDOM

Frederick Mayer

As we debate the shortcomings and the virtues of free public education, this educational philosopher points to history to remind us that our greatness as a democracy stems from the schools' heritage of freedom.

UNIVERSAL public education is our supreme good. It is the source of progress and enlightenment. It is the foundation of democracy. It is the basis of the expansion of American technology. It is our bridge to an abundant future.

In an age of crisis and perplexity many of us take our school system for granted. We forget how many sacrifices were made so that all could be educated. We forget how pioneers like Mann and Barnard suffered and fought so that humanity might win a victory and so that knowledge and wisdom could be diffused in the United States.

As we look at our achievements with perspective we may ask, what is America's most important contribution to world civilization? Some might point to our system of technology which has created unparalleled abundance. Is not our inventive genius unique? Are we not leading in the field of automation?

The answer is that, like the Romans, Americans excel in applied science, but today more than ever we are conscious of the destructive possibilities of scientific inventions. The same airplane that can reach New York in a few hours can be an agent of atomic death. The same satellite that encircles the earth can be used for awesome devastation. The new methods of technology do not make for happiness; they mainly make our existence more complex, and without an adequate system of education they can contribute to man's oblivion rather than to his progress.

Dr. Mayer, professor of philosophy and humanities at the University of Redlands, is the author of several significant books, including *Philosophy of Education for Our Time (Odyssey, 1957)*. His *New Directions for the American University* was reviewed in the November CTA Journal. The article above is the first chapter of a new book now in preparation which he titles *In Defense of American Education*. Another portion of the same manuscript on "The Joys of Teaching" will be published here in a future edition.

it adequately we cannot produce enough creative inventors so that we shall be first in the years to come. Even more important, without adequate education, democracy is in danger of tyranny or anarchy. In a period of immense racial tension we must look to the schools as centers for human relations and understanding.

The real challenge of our time is not to return to the 3 R's of our forefathers, but to develop human beings who are able to live with themselves and their neighbors and who are free of bigotry and prejudice.

To accomplish this goal we need something more than a stress upon fundamentals. We certainly need not merely education of the elite. To be sure, we must have enlightened leaders and we must cultivate the gifts of our superior students; but equally important is the education of the average student, who represents the foundation of culture. An appreciative audience develops dedicated leaders. In a democracy the dignity of the individual cannot be attained until he becomes aware of his rational and aesthetic potentialities.

Education thus must be total. It must reach the head, the heart and the spirit. It must include the rich and the poor. Adults and the young must be filled with an eagerness for knowledge and wisdom. Only as all are enlisted in the educative process from early youth until death can the U. S. progress as the leader of civilization.

### **Freedom Is Built Through Education**

When Jefferson wrote the Declaration of Independence, freedom was only for one third of the population. At the end of the Revolutionary War 3,250,000 people lived in the United States. Certainly the 600,000 Negroes were not free, nor were the 300,000 indentured servants, the 50,000 convicts and the 1,000,000 women who had only a few legal rights. It is no wonder that Hamilton regarded the people as being inferior, and a contemporary observer, St. John de Crevecoeur, recorded that in America, especially on the frontier, "wives and children live in sloth and inactivity; and grow up a mongrel breed, half civilized, half savage."

Mainly through education, differences in culture and background were overcome and a common national ideal emerged. In the 19th century children learned to appreciate American heroes like Adams, Washington, Jefferson, and Lincoln. They sang the Concord Hymn, they saw pictures of the first settlers arriving in the new world, and of Penn in friendly discourse with the Indians. They thrilled at the adventures of Daniel Boone, they were impressed by the immortal phrases of Williams, Paine and Patrick Henry, who had defied tyranny. By the millions they bought Webster's spellers and they read McGuffey's readers. A common educational background thus developed a unitary ideal of life dedicated to a representative form of government.

As in the 19th and 20th century, millions came over here from all corners of the earth, public education transformed them and gave them a new way of life. Usually, in Europe education had been for the few; in

the United States a child born to immigrant parents might aspire to the highest office in the land. It was the dream of educational opportunity which attracted thousands to the American shores. Were the schools not free? Were the colleges not readily accessible? Was not adult education open to all?

Even athletics, as Brogan observed in *The American Character*, played its part. On a school team roster might be names like Morris, Leggio, O'Brien, MacMurray, and Schwartz. There might be periods of prejudice against the Catholics, but the crowds would watch and cheer the victories of Notre Dame, and thousands would remember the exploits of Knute Rockne, its legendary coach.

A friend of mine who came to the United States as a young boy remembers how school changed his life. His parents were German and they lived in a slum section of New York. He remembers how bewildered he was by the new country. Everything was so big and strange and the people all appeared to be in a hurry. Came the first day of school and a boy from the neighborhood called for him and together they went to school. My friend noticed how outgoing the teacher was, how he made him feel at home. And education was free. In his class were sons and daughters of merchants, lawyers, doctors, as well as offspring of mechanics, laundrymen, plumbers and of those who had no jobs. After the first day of school he was a changed person and he stayed up all night to learn English so that he too would become an American.

### **Education May Not Be Complacent**

Merely to rest upon the laurels of the past would be a most inadequate procedure. Some nations have declined just because they have not kept up with new ideas and new concepts of civilization. Thus Rome in the second century A. D. looked back to its earlier history, felt complacent about its contributions, and neglected to build for the future.

*To be great means to look forward and to anticipate new ideas and patterns for living. To be great implies instant re-examination and re-evaluation. Greatness involves plasticity and openness.*

This view can be applied to our school system. It is great not because it is perfect—no responsible educator would maintain such a view—but because it is plastic and open to new ideas and new experiments. It is great because it has such a wide and heterogeneous audience.

The real teacher is always conscious of the past. He is proud of the progress which has led to the opportunities of the present. But he knows that he is a pioneer who must look to the future. He can never stand still, he can never be arrogant or self-righteous, because he knows that stagnation means regression.

We should not regard this as an age of crisis, but as one of opportunity. *Education is a persistent dream often interrupted by the nightmare of a sobering actuality.* We should not be afraid to dream, for today's dream of a better world may be tomorrow's reality.



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DEDICATION CEREMONIES for the new Teacher Association Building at 4470 Park Blvd., San Diego, in December brought out about 700 teachers, administrators, board members, and civic leaders. The \$125,000 two-story, 10,000 square foot building is owned jointly by CTA Southern Section and the San Diego Teachers Association. The credit union office, as well as conference rooms and rental space, is located on the second floor. Participants in the ceremony included Mrs. Margaret L. Lemmer, member of CTA-SS board and former SDTA president; Mrs. Margaret W. Collins, president SDTA; Miss Alice L. Elliott, president SD County TA; Miss Myrtle Flowers, president CTA-SS; and Dr. Lionel De Silva, executive secretary CTA-SS.



"SCIENCE CALLING", a public service radio series produced by CTA in cooperation with KNBC San Francisco, will be rebroadcast by about 60 major California stations beginning this month. Here Program Manager Jack Wagner of KNBC discusses the series with Mabel N. Perryman, CTA radio-TV director, and Dr. Garford G. Gordon, CTA research executive. Dr. Gordon, a former Los Angeles high school science teacher, moderates the discussions, which have included participation by scientists, educators, and engineers.



## Notes in the Margin

The New Organizational Handbook intended for those responsible for organizing National Library Week programs is off press and has been mailed to nearly 5,000 librarians throughout the country. Those who haven't received a copy should contact National Book Committee, 24 W. 40th St., New York 18. National Library Week is April 12-18.

Macmillan has announced the opening of a new automated distribution center in New Jersey for processing all orders. This means the closing of other Macmillan distribution centers.

Foreign language teachers who have been pleased with the FLES articles appearing in the *Journal* will be interested in the Spanish Material Service, Box 817, Coral Gables, Florida. Catalog contains numerous worthwhile items.

A new book helpful to teachers whose classes are studying units on the American Indian is *American Indians, Yesterday and Today*. Encyclopedia, rather than storybook, it is alphabetically arranged, profusely illustrated, and contains information on legends, beliefs, customs and characteristics of all known tribes. Hardcover, 352 pages, \$4.95. Published by E. P. Dutton & Co., 300-4th Avenue, New York 10.

*Children*, a publication of U.S. Department of HEW, Children's Bureau, is a bimonthly publication intended to keep those who work with children in touch with latest developments in the field. It includes data and debate on the physical, social, emotional and cultural aspects of child growth and development, and covers developments in professional techniques and programs serving children. Subscription is \$1.25 a year from Supt. of Documents, Government Printing Office, Washington 25, D.C.

Silver Burdett has published a book by George W. Norvell, former supervisor of English, N. Y. State Department of Education, entitled *What Boys and Girls Like to Read*. It gives information on the likes and dislikes of children in grades 3-8, and points out their significance for the school literature program. 306 pages, \$4.75.

California teacher Bernard Kingsly has published a book entitled *Reading Skills*, listing simple games, aids and devices to stimulate these skills in the classroom. Paperback, 32 pages, \$1. Published by Fearon Publishers, 2263 Union Street, San Francisco 23.

The results of the 26th annual Session of the Claremont College Reading Conference, held July 1958, have been published in a 193-page book titled *Claremont College*



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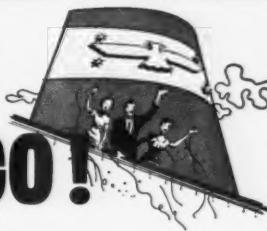
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*Reading Conference, 23rd Yearbook 1958.* Theme for the session was "Reading in a Geophysical Age," and personalities such as Edgar Dale of Ohio State, George P. Rigsby, IGY glaciologist and Peter L. Spencer, professor of education at Claremont, have contributed.

Students of the C. K. McClatchy senior high school in Sacramento have published another nice-looking slim volume as one of their class projects. Titled *Costumes of Early California*, the book was printed by students at the school. The period covered is 1769 through 1890.

Howardine Hoffman calls attention to *Instrumental Music*, curriculum supplement published by the Los Angeles County Schools, Division of Elementary Education. The publication brings together some of the current thinking concerning instrumental music instruction in the public schools. Problems discussed were selected on the basis of responses of superintendents to a questionnaire relating to problems and practices inherent in the development of programs of instrumental music.

"How Good Are Your Schools?" asks a 32-page booklet issued by the Council on Instruction, NEA, aimed at helping Americans size up existing schools and nip potential educational problems in the bud. Copies are available at 10 for \$1 or 100 for \$7 through NEA.

*Schoolhouse*, a new book edited by Walter McQuade is a "primer about the building of the American public school plant." The book was partly underwritten by a national aluminum company, but is no advertising piece. Published by Simon and Schuster, 130 W. 52nd Street, New York, exceptionally valuable for those interested in planning the building of a new school.

Along the same lines is *School Sites, Selection, Development and Utilization*, by U. S. Dept. of HEW. Written by James L. Taylor, specialist on planning school buildings, under the direction of Ray L. Hamon, chief, school housing section, the book illustrates approaches which may be used by local groups to determine school site requirements. Special Publication No. 7, 75c from Supt. of Documents, U. S. Govt. Printing Office, Washington 25.

*The American High School Today—A First Report to Interested Citizens*, by James B. Conant, embodies observations and recommendations which will have a significant effect on the conduct and development of public high schools. This is the report of Dr. Conant's 2-year study of secondary education in the U. S., and will be an important subject of discussion among educators. 140 pages, \$1, from McGraw-Hill Book Co., 330 W. 42nd Street, New York 36.

Worth-while reading is William Benton's book, *This Is the Challenge*, containing the Benton reports on the nature of the Soviet threat. The writings are based on his 1955 Russian tour, during which he saw a great deal of the Russian educational system and talked with important educational and gov-

ernment officials. 269 pages, \$3.95. Published by New York University Press, 18 Washington Square, New York 3.

The 19th volume of *Current Biography Yearbook* has just been published by the H. W. Wilson Company, 950 University Avenue, New York 52. Biographies of 302 people prominent during 1958 are included, their names classified into some 40 fields ranging from archaeology to technology. Edited by Marjorie Dent Candee, 543 pages, \$6.

The first edition of *Who's Who of American Women*, containing nearly 20,000 names, has just been published. Editions will come out biennially from publisher Marquis-Who's Who, Inc., Marquis Building, Chicago 11.

Career counselors who read Vaughn Seidel's article on Federal Civil Service in November *CTA Journal* will be interested in *Civil Service and the Citizen*, a high school study unit published by the U. S. Civil Service Commission. Copies for classroom use may be obtained from Supt. of Documents, U. S. Govt. Printing Office, Washington 25, for 35c each, with a 25% discount for orders of 100 or more.

**T.V. and our School Crisis** by Charles A. Siepmann is a readable and up-to-date book. It is written in understandable language. The book shows the relationship that exists between formal education and instructional television. The author has done a fine job of putting the manuscript together in a logical fashion. After a person has read this volume he will definitely have a better understanding of the potential of educational television.

—V. L. Toewe

**PRINCIPLES OF COLLEGE AND UNIVERSITY ADMINISTRATION** by Lloyd S. Woodburne, Stanford University Press, Stanford, Calif., 1958. 198 pp., \$5.

The author has recommended the placing of college administration upon a policies basis. He has stressed the improvement of personnel, both the people who furnish college training and those who profit from study. Woodburne would agree with Mark Hopkins that the student is the focal concern of every university administration as opposed to over-emphasis upon buildings, budgets and equipment.

The author stresses the team approach by indicating that problems which affect the college staff and the administration should be considered and solved objectively without resort to bias or personal prejudices. He stresses another principle, namely, that there must be free dissemination of information concerning staff, administrative and departmental objectives and activities.

The scope of the book includes university organization, physical facilities, budgetary control, teaching personnel management, curriculum planning and development, departmental coordination, custodial

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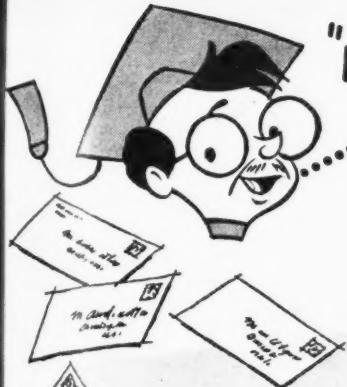
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Read how youngsters appreciate  
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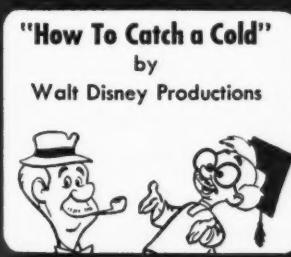
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and clerical personnel management, educational priorities, operational and academic research, student personnel service, the summer session, and extension adult education.

The book is clearly and forcefully written, and even though the author stresses the importance of research, there is a minimum of reference to research in the areas of college and university administration treated. Several of the topics have been handled with a minimum of development. The over-all appraisal of the book is that it fills a growing need and, even though lacking in some respects, will be helpful to all those responsible for the administration of junior colleges, four-year colleges and universities.

EMERY STOOPS, Prof. Educ.  
Adm. and Supvn., USC



A section on audio-visual aids for the classroom, conducted by H. Barret Patton, San Jose.

**IN A TALK AT THE RADIO & TELEVISION EXECUTIVE'S WORKSHOP** held in New York City December 3, Ethan M. Stifle, of Eastman Kodak Company, spoke of the capabilities of color film in the production and presentation of television programs, the characteristics of the film and its flexibility for production. Major advantages of the motion picture are portability and availability. Film camera equipment provides good color matching between scenes; it allows for animation along with live action when desired; a wide choice of types of color and black-and-white films is now available. Today's films have adequate sensitivity and provide excellent definition and tone reproduction. Laboratory facilities have expanded so that color is versatile and readily available on a service basis similar to black-and-white.

**TAPE RECORDER USED IN GIFTED CLASS**—An elementary school teacher, faced for the first time with the challenge of teaching 24 intellectually gifted children, after considering methods available, settled on the use of the tape recorder. Her school's audio-visual coordinator taught two of the students to operate the recorder, then in a series of sessions, those two students taught the others. The boys performed as though they had been professional recorders all their lives.

The voices of all members of the class were recorded, resulting in valuable lessons in diction, tone placement, relaxation when speaking. Next a play was recorded. As their study progressed, each child learned individual skills he needed. Music was selected for inclusion at appropriate intervals. When the recording was played back, the chil-

dren were spellbound; at a later playback the parents were impressed with the high achievement of a fifth grade class.

This teacher's enterprise brought also improved reading comprehension and enriched vocabularies to the students, as well as satisfaction in a job well done. She resolved to use audio-visual instruction materials with all future classes.

**PHYSICS FILMS HAVE PROVEN VALUABLE.** The school systems that have purchased the series of 162 physics films produced by Encyclopaedia Britannica, have demonstrated their film's worth. This is a complete course of introductory physics lessons. Every school using this series can bring to its students the skill and experience of Dr. Harvey E. White, vice-chairman of the Department of Physics, University of California, who was able to devote full time to this project for a year, with a staff of assistants. Each lesson runs about a half-hour. These films help to solve two pressing problems of American education—the growing demand for persons with scientific training, and the continuing shortage of qualified physics teachers. For full information write to Lucien Harrison, District Manager, Encyclopaedia Britannica Films, Inc., 7250 MacArthur Blvd., Oakland, or Tom Hamlen, District Manager, Encyclopaedia Britannica Films, Inc., 5625 Hollywood Blvd., Hollywood.

**TV'S NEW ENGAGEMENT—SHOWMANSHIP AND SCHOLARSHIP.** An up-to-the-minute report on educational television, prepared by Leon C. Fletcher through the cooperation of ETRA, is offered by Fearon Publishers, 2263 Union St., San Francisco, for \$2. Its purpose is to help educators, parents, and students to make their own evaluation of educational television as it relates to their own schools.

**NEW SCIENCE FILMSTRIPS;** complete series \$31.50; individual filmstrips \$5.75; available from Photo & Sound Co., 116 Natoma St., San Francisco 5.

Physical forces operating in our daily activities are illustrated and explained in a new series of seven filmstrips produced by The Jam Handy Organizations. Three forms of energy and their manifestations are described in artwork in the series, "Heat, Light and Sound." The strips are tied in with science texts and supplementary reading material available in later elementary and junior high school science classes. Experiments with simple apparatus are pictured. Individual topics are: the cause and nature of heat; how heat causes expansion; how heat travels; light and how it travels; light and color; the cause and nature of sound; and, how sound travels.

**OUR SKY,** a new series of four filmstrips, 30-35 frames each, \$20 a set, \$6 for individual strips; Filmstrip House, 347 Madison Ave., New York 17, N. Y. These are an addition to the "WHYS OF

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"ELEMENTARY SCIENCE" filmstrip series. Individual titles: "What We See in the Sky," "Our Solar System," "The Earth in Motion," and "Our Moon." Rockets and space travel, basic principles of elementary astronomy, authentic sky maps, are featured in the set.

**ROCKETS:** Principles and Safety, and **SATELLITES:** Stepping Stones to Space. Announced by Film Associates of California, 10521 Santa Monica Blvd., Los Angeles 25, as coming soon. Two distinguished science films for elementary and junior high; produced in cooperation with California Institute of Technology Jet Propulsion Laboratory.

**A NEW CATALOG OF FREE LOAN FILMS** is now available from United World Films, Inc., 6610 Melrose Ave., Los Angeles 38, upon request. Exhibitors of free films now number many schools and colleges, churches, clubs, fraternal groups, labor, veteran and farm organizations, women's clubs and similar organizations—an audience of more than one hundred million viewers regularly seeing films designed to inform while they entertain.

**UN PUEBLO DE ESPANA.** Film: 11 min.; B&W \$50, Color \$100; beginning Spanish classes; Churchill-Wexler Film Productions, 801 N. Seward St., Los Angeles. This shortened version of the award winning **VILLAGE OF SPAIN**, with a slow paced Spanish sound track carefully tailored to the requirements of beginning Spanish classes, contains subject matter centering in the home, family, and simple occupations of the townspeople.

**THIS IS EXPLORING.** Film: 25 min.; Color \$155; designed for teen-agers; Visual Education Service, National Council, Boy Scouts of America, New Brunswick, N. J.

Custom tailored to tell the exploring story to teen-agers in language they understand—custom engineered to make them want to join. Covers skin diving to electronics, high adventure to hi-fi. A between-the-lines message of the film is: "These are the teenagers the headlines never talk about—the majority. These are the normal, decent kids found in their millions in farms and hamlets, main streets and Broadways in every corner of the U.S.A. Here are the constructive, wholesome things thousands of them are doing in exploring."

**ROCKS FOR BEGINNERS.** Film: 16 min.; for grades 4-6 in studying elementary science, and for beginning geology classes. Johnson Hunt Productions, 1104 Fair Oaks Ave., South Pasadena.

The film establishes that all rocks may be classified into three groups, and illustrates certain characteristics of each group which will serve as keys to identification.

**SPRING IS AN ADVENTURE.** Film: 11 min.; B&W \$55, Color \$100; Primary, Intermediate; Coronet; Craig Movie Supply, 215 Littlefield Road, South San Francisco.

We follow many of the exciting changes which come with spring. Watching the flowers bud and bloom, waiting for the robin's eggs to hatch, looking at baby turtles and tadpoles in a stream, and planting a garden are just a few of the special activities of this season.

## NOTICE OF PROPOSED AMENDMENT TO BY-LAWS OF THE CALIFORNIA TEACHERS ASSOCIATION

At a meeting on December 13, 1958, the Board of Directors of The California Teachers Association, by the affirmative vote of two-thirds of its members, passed the following resolutions:

**RESOLVED**, that this Board hereby proposes that Section 3 of Article VIII of the By-Laws be amended to read as follows:

**Section 3. Associates.** On and after January 1, 1959, no organization shall be permitted to become an Associate of the Association. Organizations which became Associates prior to that date shall be eligible to continue as Associates, subject to the provisions of the Standing Rules of the Association.

**RESOLVED**, further, that the State Executive Secretary be and he is hereby authorized and directed to deliver or mail a copy of this proposed amendment to each representative to the State Council of Education and to publish a copy thereof in the *CTA Journal* in accordance with the provisions of Section 2 of Article XIII of the By-Laws of this Association.

In accordance with Section 3 of Article XIII of the By-Laws, this proposed amendment will be submitted for action to the annual meeting of the State Council of Education to be held in April, 1959. As specified in the By-Laws, the affirmative vote of two-thirds of all members of the Council entitled to vote at such meeting will be required for the adoption of the amendment.

—Arthur F. Corey.



## These "helps" make it easy to answer questions on growing up

### *Complete Menstrual Education Program Free:*

Many teachers find this program, from the makers of Modess® Sanitary Napkins, Belts, and Teen-Age by Modess, of distinct help in answering questions girls ask about menstruation.

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**New Edition! "Growing Up and Liking It"**—explains the "why" and "wherefores" of menstruation clearly, simply... and in language your girls can easily understand. Cram-packed with friendly, helpful advice on health and good grooming, it's a wonderful supplement to classroom discussions.

**"How Shall I Tell My Daughter?"**—valuable booklet for mothers . . . specially good for P.T.A. meetings.

**"Educational Portfolio on Menstrual Hygiene"**—includes large anatomical wall chart, a general teaching guide, and copies of above booklets.

**"Molly Grows Up"**—award-winning movie for girls 9 to 14 . . . also excellent for showing mothers. 16 mm. black and white, sound, runs 15 minutes. (On free loan.) Complete with Teacher's Guide prepared by McGraw-Hill.

**"Confidence Because . . . You Understand Menstruation"**—color filmstrip for girls 14 and older—first on menstrual hygiene. May be stopped for questions, 35 mm. with or without 15-minute sound record. (Yours to keep.) Teacher's Guide prepared by McGraw-Hill includes script.

**Director of Education, Personal Products Corporation  
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Please send me *free*:

copies of "Growing Up and Liking It"  
 copies of "How Shall I Tell My Daughter?"  
 16 mm. movie, "Molly Grows Up" (on free loan). Allow 4 weeks  
for delivery. Date wanted \_\_\_\_\_ Alternate date \_\_\_\_\_  
 35 mm. filmstrip, "Confidence Because . . . You Understand  
Menstruation" \_\_\_\_\_ with sound \_\_\_\_\_ without sound. Record:  
16", \_\_\_\_\_ 12" \_\_\_\_\_ Univ. 12". Circle speed desired: 33 1/2, 45, 78.  
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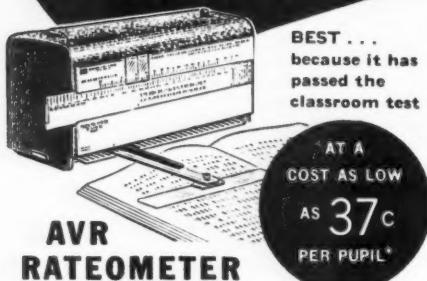
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# CALENDAR OF COMING EVENTS

## FEBRUARY

4-6—California state central committee on social studies; Santa Monica

6—Southern Section board of directors; Los Angeles

6—Educational policy commission; San Francisco

6-7—Southern Section midyear conference on good teaching; University of Southern California, Los Angeles

7—CTA Panel on Evaluation of Program and Services; San Francisco

7—CESAA South Section meeting; Palm Springs

7—North Coast Section executive committee; Eureka

7—Trinity County field conference; Hayfork School, Hayfork

7-11—National Association of Secondary School Principals, 43rd annual convention; Philadelphia, Pa.

10—California Retired Teachers Association, state board meeting; Los Angeles

12-14—American Association of Colleges for Teacher Education, annual conference; Chicago, Illinois

12-14—United Business Education Association, annual national conference; Chicago, Ill.

13-14—California Association of Young Homemakers, annual convention; Long Beach

14—Central Coast Section council; Salinas

14—Northern Section executive board; Sacramento

14-18—American Association of School Administrators, annual convention; Atlantic City, New Jersey

21—Central Section advisory council; Fresno

21-24th annual CAHPER Central District conference; Fresno

21—CSF council for exceptional children, board of directors meeting; Fresno

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21—Northern Section affiliate presidents; Sacramento  
 23—NEA relations commission; San Francisco  
 28—Financing public education committee; San Francisco  
 28—International Reading Association, 4th annual reading conference; Sacramento  
 28- 1—Legislative committee; San Francisco  
 28- 4—Department of elementary school principals, NEA, annual meeting; Los Angeles

## MARCH

1- 4—National Conference on Higher Education, 14th annual meeting; Chicago, Ill.  
 1- 5—NEA Association for Supervision & Curriculum Development, 14th annual conference; Cincinnati, Ohio  
 2—Section secretaries meeting; Sacramento  
 3—Joint State and Section field staffs; Burlingame  
 4—Social science, 9th seminar; Sir Francis Drake Hotel, San Francisco  
 5- 7—NEA department of classroom teachers, annual southwest regional conference; Salt Lake City, Utah  
 6—Educational policy commission; San Francisco  
 6—Bay Section board of directors meeting; Burlingame  
 6—Southern Section board of directors; Los Angeles  
 6—Southern Section chapter presidents workshop; Los Angeles  
 7—Northern Section ethics and professional relations conference; Chico  
 7—Bay Section good teaching conference; Burlingame  
 7—Southern Section council meeting; Los Angeles  
 10-11—California Junior College Assn., Spring conference; Long Beach  
 10-12—California Congress of Parents & Teachers, Inc., State board of managers meeting; Statler-Hilton Hotel, Los Angeles

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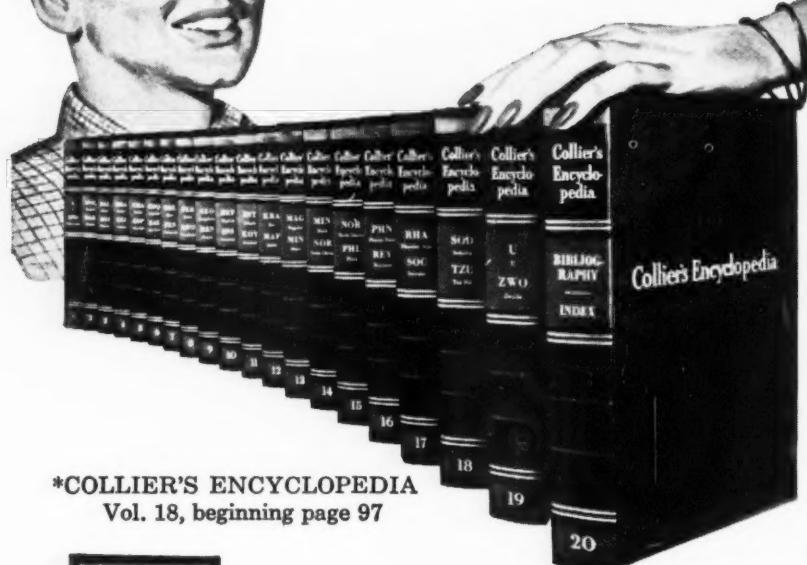


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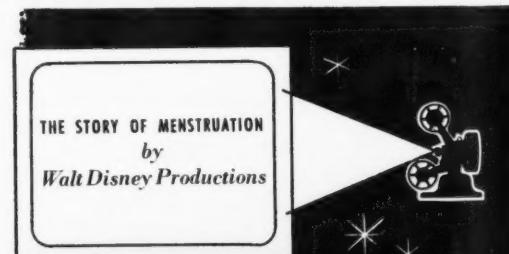
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11-13—American Assn. of Junior Colleges, Spring conference; Long Beach

11-13—California state curriculum commission; San Jose

12-14—State board of education meeting; San Jose State College, San Jose

12-14—American Assn. of Junior Colleges, annual conference; Long Beach

13-14—CIEAA convention; Stockton

13—Southern California Junior College Assn., Spring conference; Long Beach

14—Bay Section council; Washington School, Berkeley

14—Central Section good teaching conference; Fresno

14—Southern California council of teachers of English, Spring meeting; Los Angeles

14—Teacher Education commission; San Francisco

14—Southern Section council; Los Angeles

14—Tenure committee; San Francisco

14—North Coast Section council meeting; Redway School

## ANSWERS GIVEN

# Opinions Voiced on Education Questions

CAN MORE BE SAID for teacher merit salary programs than can be said against them?

Should teacher training institutions increase subject matter offerings? Methods Course?

Is it true that summer employment in an unrelated field is better than university course work as teacher inservice education?

Should teacher credential standards be raised?

Responding to a postcard question-

**ED RITTER**, director of publications for the Riverside county superintendent of schools and editor of Public Education Bulletin, conducted the survey which he reports here.

14-15—California Assn. of Childhood Education, annual state study conference; Hotel Senator, Sacramento

14—California Industrial Education Assn., annual convention; Stockton



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oft-repeated claim that unrelated summer employment is professionally better than course work for teachers. Breaking with administrators on the question relating to credentialing standards, the teachers—by a substantial margin—opposed raising the standards.

To the statement, "More can be said for teacher merit salary programs than can be said against them," the 765 respondents replied as follows: Yes, 35%; No, 47%; Undecided, 18%.

Teachers' responses were: Yes, 34%; No, 49%; Undecided, 17%.

Administrators, constituting 9% of the total, voted this way: Yes, 36%; No, 39%; Undecided, 25%.

Board members responding in the survey clearly favored the teacher merit pay idea. Their response: Yes, 68%; No, 16%; Undecided, 16%.

Others (chiefly classified personnel): Yes, 58%; No, 37%; Undecided, 5%.

A decisive 71% of the 765 respondents said teacher training institutions should increase subject matter courses. Only 16% said "no" and 13% were undecided.

A breakdown of the responses on this item shows:

Teachers—Yes, 73%; No, 15%; Undecided, 12%.

Administrators—Yes, 67%; No, 23%; Undecided, 10%.

Board members—Yes, 78%; No, 6%; Undecided, 16%.

Others—Yes, 44%; No, 17%; Undecided, 39%.

Asked if teacher training institutions should increase methods courses, 35% of the total respondents said "yes," 37% said "no" and 28% were undecided.

Teachers held a significantly dimmer view of methods courses than did administrators and board members. Of the 643 teachers, 33% said to increase methods courses, 38% said "no" and 29% were undecided.

Of the 68 administrators, however, 51% said to increase methods courses, 26% said not to and 22% were undecided.

Board members voted 50% yes, 33% no and 17% undecided.

Others: Yes, 35%; No, 35%; Undecided, 30%.

To the statement, "Summer employment in an unrelated field is better than university course work as teacher in-service education," only 28% of the total respondents said "yes"; 48% said "no" and 24% were undecided.

Teachers saw more values in the summer employment than did the other groups. The breakdown:

Teachers—Yes, 31%; No, 47%; Undecided, 22%.

Administrators—Yes, 12%; No, 58%; Undecided, 30%.

Board members—Yes, 17%; No, 39%; Undecided, 44%.

Others—Yes, 11%; No, 63%; Undecided, 26%.

Opinions among the 765 respondents were almost evenly divided on the statement: "Teacher credential standards should be raised." Forty-one per cent said "yes"; 43% said "no"; 16% were undecided.

Teachers were less inclined to raise credentialing standards than were the other groups. Of the teachers, only 36% said "yes" to the statement; 46% said "no" and 18% were undecided.

The administrators took a different view: Yes, 69%; No, 21%; Undecided 10%.

Board members: Yes, 44%; No, 44%; Undecided, 12%.

Others: Yes, 68%; No, 27%; Undecided, 5%. ★★

## "To Redeem the Poor..."

H. Gardner Emmerson

CAN WE REALISTICALLY expect the addition of jet-age accoutrements to produce a sound educational method from a plan abandoned 150 years ago? Can economy, while often an important criterion, be the sole consideration in decisions involving an enterprise as vital as higher education?

Recently, Paul Martin, president of California's Compton College, put into effect, despite widespread criticism, a system of teaching more-than-vaguely reminiscent of the monitorial

*Dr. Emmerson is professor of education at State University Teachers College at Brockport, New York, where a three-year experiment in use of closed-circuit television has just been completed. Although the college will continue to use TV, the staff "realizes that it is compelled to search for another panacea, if we are ever to find one." The professor's collaborator in writing this brief piece (spurred by the Can vs. Man article in December 22 issue of TIME) was Samuel E. Pisaro, associate professor of education.*

system advocated by Joseph Lancaster during the early 1800's. Martin used television sets while Lancaster used older pupils (monitors) to "expose" hordes of pupils to knowledge. The weaknesses of the antique system remain in spite of the modern dress.

What weaknesses in the Lancastrian system remain with Compton's wholesale adoption of an embryo medium in a manner superficially conceived and inadequately tested?

Experience has demonstrated the "face-to-face" relationship to be one of the most essential elements in many effective teaching-learning situations. When the (live) instructor is present, the material is more apt to be pondered, questions to be asked and learning to transpire. Lancaster's monitors were certainly not as effective as Lancaster himself, nor will Paul Martin's television screens command the same respect as a highly-trained professor.

Mechanical administration could be cited as another weakness characteristic of both old and new in mass instruction (Lancaster claimed that, with his system, one teacher could instruct 1000 pupils). Individual learners have always differed in the rate at which they comprehend ideas. Monitors, in 1800, had neither the competence nor background to illustrate or to clarify a point that was unclear. So it is today with television;

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the mechanical marvel grinds on, impervious to questioning by students—incapable of adjusting its presentation to its relative effectiveness.

Joseph Lancaster might be forgiven for establishing his practice on insufficient evidence in an age lacking in educational research, but our latter-day "head monitor" has little excuse (and offers none) for implementing a decision of such import prior to the existence of adequate re-

search findings. Television unquestionably will offer education many advantages but many articles and research reports already hint at some of the medium's shortcomings. To contemplate President Martin forcing video castor oil down every throat regardless of affliction reminds one of the sign currently proffered in bookstores: "My mind is made up, don't confuse me with the facts."

"It will save you money," was the

slogan used by Lancaster as he peddled his monitorial scheme from city to city in the United States after receiving the "cold-shoulder" in England. Today, Compton College is "fortunate" enough to have been presented with an economical system of giving students a very questionable "value received" for their tuition payments. Economy of operation is an admirable and necessary administrative principle but educational practice has made great strides since the days of Joseph Lancaster. Psychology and other areas of knowledge offer many cues for the competent guiding of learning, but are apparently ignored in this latest "operation breakthrough." \*\*

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### **CREDENTIAL REFORM** *(Continued from page 20)*

Committee of the California Council was first to present specific proposals before a responsible professional agency.

Later that same year, 1953, the California Council on Teacher Education and the State Department of Education jointly appointed the Committee on Revision of the Credential Structure in California. Again the professional association, the legal agency and accredited institutions were represented. The Committee was asked to carry on necessary long term studies and make recommendations for revision of the state's credentialing system. After more than three years of activity and two interim reports, the Committee presented in May, 1957, a final report to the CCTE and the State Department. Committee studies included the following:

An analysis of institution and organization replies to three questions: (1) What are the major purposes to be served by credentials as seen by the organization or institution? (2) What are the major difficulties being encountered with the present structure? (3) What would be the characteristics of a useful framework for credentialing in the State?

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"POINT OF VIEW" (Black & White PARENT-oriented film—30 minutes)

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The CCTE Committee report was studied during 1957 and 1958 by local CTA chapters whose presidents received early copies of the document as well as periodic memos urging and aiding study. *CTA Journal* provided four articles interpreting and analyzing

the original report. Reactions to the report came in writing and through area conferences. Replies from CTA chapters were analyzed for use of CTA's Committee on Teacher Education.

In January, 1958, a new committee of the California Council on Teacher

Education, again with CTA representatives, was appointed to consider response to the 1957 report. It was asked to present for Council consideration appropriate modifications of the original proposals. The second CCTE Credential Revision Committee presented its final report November 1, 1958. It was discussed and voted upon by 141 delegates to the Council: 19.1% voted to accept the report, 67.3% accepted the report in principle with minor changes and 13.6% voted not to accept the report.

Although it is the policy of the California Teachers Association to work closely with the California Council on Teacher Education in regard to credential revision matters, it is likewise necessary to consider the Association's need for its own policy statement. In 1956 the Committee on Teacher Education adopted a tentative outline for a future policy statement. The following excerpts from the minutes of the April 13, 1956, meeting of the Committee illustrate proposed content:

The profession views the credential as a legal instrument which guarantees to the public that the holder is authorized and competent both personally and professionally to render service in broad designated capacities in the public schools.

It is recommended that a professional certification system provide for five types of credentials as follows:

General teaching credential with common core of preparation, plus areas of specialization, special education credential, vocational credential, pupil personnel services credential, supervision and administration credential.

As evidence of the maturation of the profession, we must assume as a profession, the responsibility of guaranteeing that teachers be assigned only to those fields in which teachers are competent to teach.

The state shall be the legal agency to issue credentials only upon the recommendation of accredited teacher education institutions.

Both accrediting and credentialing agencies should include a broad representation of the organized teaching profession.

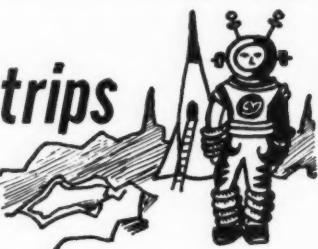
It is almost three years since these ideas were recorded. Students of credential reform will be interested in comparing current proposals with these early committee statements.

In 1957 and 1958 the proposed policy on licensure continued to be

## for classroom space trips

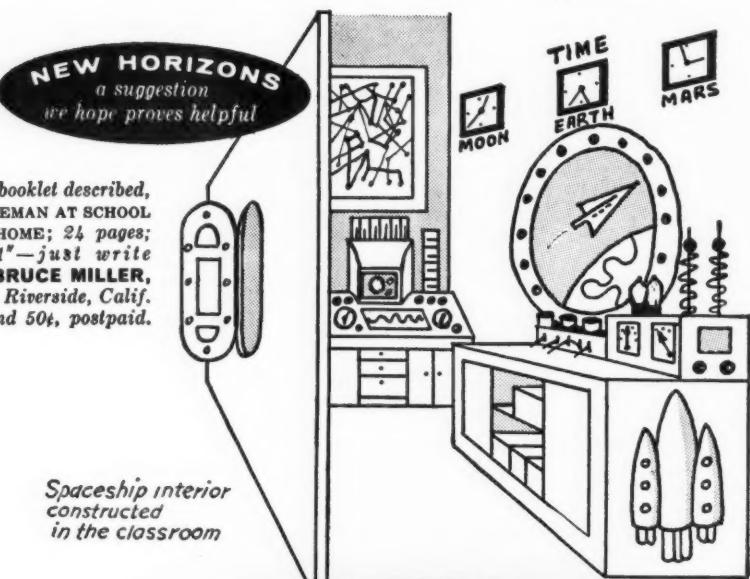
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refined by the CTA Committee. On October 17, 1958 the Committee had for its consideration not only its own statement but also the near final report of the 1958 Committee of the California Council on Teacher Education. It was proposed that efforts be made to include in the CTA statement those portions of the CCTE report that were acceptable to the committee. This was accomplished. Although there are differences to be found between the CTA proposals and those of the CCTE, those differences do not alter the fundamental agreements found in the two documents.

In December 1958, the Committee on Teacher Education placed before CTA's State Council of Education the results of five years of credential revision study and reportage. The Committee recommended that the Council vote on its policy statement at the annual meeting in April 1959. After CTA has determined the direction of its efforts at credentialing reform, a new cycle of co-operative action with the California Council on Teacher Education and the State Department of Education will follow.

#### SOCIAL STUDY REPORT

The State Central Committee on Social Studies has distributed a progress report on the allocation of content for the social studies, kindergarten through junior college. The publication entitled *A Tentative Allocation of Content for the Social Studies*, Bulletin of the California State Department of Education, December, 1958, was directed to instructional personnel in social studies in all school districts in California with an invitation to examine the proposed allocations. Outcomes from study of this publication will be used by the State Central Committee on Social Studies at its February meeting to refine and further develop the statement.

This is the fifth in a series of state-wide progress reports. In four of them educators and other interested citizens have been invited to help develop the phase of the study now under consideration. Copies of the current progress report may be secured through local school administrative offices.

The material contained within the current progress report, when revised, is to become a part of a framework statement for the social studies in California. The completed framework statement will influence the preparation of printed and audio-visual materials used in the social studies, as well as the pattern of teacher education.

#### ASSOCIATION FOR RETIREMENT CREDIT FOR OUT-OF-STATE SERVICE

With memberships now being received at the rate of over 50 a week, leaders of the Association for Retirement Credit for Out-of-State Service announced a total membership (January 15) of 3408.

After deduction of expenses to date, its bank balance stands at \$14,905.73. Plans are still being developed for a state-wide actuarial study of out-of-state service preliminary to a drafting of legislative proposals, for which \$40,000 is needed.

Membership dues of \$5 a member are payable to John F. Land, Jr., Treasurer of ARCOSS, 693 Sutter Street, San Francisco 2, and should be accompanied by applicant's name and address. A membership brochure is also available from the same address.

## LETTERS from readers

#### BOLD AND SEVERE

While I am pleased with the content (of the December *CTA Journal*), I am dissatisfied with the aesthetic appeal of the format. The typography is bold and severe in my opinion. Our professional journal should be a *creative pacemaker*, both in content and appearance.

HUBER M. WALSH  
San Diego

We appreciate your comment, wish we could survey our total readership in order to find current opinion on Journal appearance. Our theory is that (1) type's first function is to be read easily and (2) the attention of teachers, busy people, must be captured with readable type, simple design, brief text. We would appreciate specific identification of "bold and severe." Kindly illustrate the kind of design that would make the Journal a "creative pacemaker."—Editor.

#### MAKING A WILL

The questions raised in the letter you forwarded (regarding *Drawing Your Will Is Not Enough*, page 15, December *CTA Journal*) are good ones and typical of the kinds of questions that keep people from taking this important step. Our own experience along this line at Teachers College led us to prepare a set of five booklets on the subject of wills. About 80,000 of these booklets have been distributed. Requests for copies may be addressed to Dr. Abel Hanson, General Secretary, Teachers College, Columbia University, New York 27, N. Y.

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## FIRST DAY IN CLASS

Almost a generation ago I taught my beginning day and at its close I asked one of my faculty friends if she thought any of my students suspected it was my first day of teaching. She graciously said, "Oh, no, I'm sure they didn't." As each September arrives, I realize anew how naive I was when I met my first classes. I realize that as my teaching techniques improve, my keepsake box of treasured memories becomes more filled with rich experiences. My wish for neophyte teachers is that they may begin to collect such priceless rewards early in their careers.

MARGARET VARNUM  
La Habra

## USING DOCTOR TITLE

A friend recently returned to the graduate school where he had taken a Master of Arts degree. He commented that the professors were all very careful to refer to one another as "mister" rather than "doctor", although he was quite sure of the academic respectability of the professors concerned. He presumed this to be an expression of humility. Personally, I regard the practice as a kind of warped vanity or perhaps a projected apology for being gifted or better educated than others, or at best a desire to be a part of rather than apart from general society.

Whatever the motivation, I do not like it. Justifiable pride is not vanity and drawing

attention to a title by purposely avoiding it is vain. Any person who has met the requirements of a degree of any kind (if he has achieved it legitimately) should be proud.

DALE G. FLEENER  
La Habra



"I can't find my pencil, teacher!"

## What I'd Like to Know Is . . . (Continued from page 17)

in high school, or strengthening the voluntary summer school program both for the academically talented pupils and for those who are making up deficiencies. He praised California for the progress made in summer school programs in recent years. He bases this recommendation on his belief that a six-period day does not permit the academically talented pupils to take the course of study he advocates and still have time for electives which require little or no homework but which he thinks are valuable.

The State Council of Education has adopted a policy which states that any further increases in the school year should be matched with proportionate increases in salary schedules. This would be possible if the legislature adopts the recommendation that apportionments to school districts be increased for days schools are operated beyond the minimum.

I hope your members are aware

that the greatest public relations hazard which the teaching profession faces, especially in efforts to improve our economic position, is the widespread public concept that teaching is a part-time vocation. Some of the devices by which this can be changed are being considered by many teachers and some teachers associations.

There are two committees of the CTA where the feelings of your association should be expressed—the Committee on Salary Schedules and Trends and the Committee on Financing Public Education.

### Pay for extra duties

Q. Could a classroom teacher demand remuneration above his annual salary for administratively assigned duties which are given to him after he has accepted his contract? Our district has "requested" teachers to serve on multitudinous study and research committees: merit plan, grading,

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*quarter plan, guidance, probationary teachers, salary burdens, discipline, curriculum, and numerous others. Some teachers have been given three or four such assignments, making it impossible for them to be active in their own professional organizations, exhausting any remaining energies after a full day of teaching adolescents. We also are forced to drive many miles to attend central meeting places of the committees but are paid*

*no mileage for such required duties.* Ans. Before I answer your questions, I'd like to review some of the trends in school administration, many of which have resulted from the demand of teachers. Most teacher leaders have been pointing out that classroom teachers are, ideally, thoroughly prepared professionals who have knowledge and skills which should be used by school districts when policies are being developed.

They have maintained that teachers should have a part in determining the program and working conditions in which they will serve. This concept has advanced the principles of democratic administration, and the loudest complaints we receive in CTA are from those teachers in districts where they are given no opportunity to participate or their opinions are given no weight. Perhaps this assertion should be modified to report that the loudest screams come from those who are encouraged to participate but whose resultant recommendations are ignored.

If we accept this conviction that teachers are professional staff members, not hirelings to work solely according to administrative edicts, some extra committee work is inevitable. The alternative is to relinquish all claims to a part in planning and let the administration issue orders to their hired hands instead of serving as leaders of a professional staff.

Any good idea can be made ridiculous by misuse, however. No teacher should be expected to serve on several administrative committees simultaneously. Some of the questions you listed would more appropriately be subjects for study by association committees rather than administratively appointed committees. The load must be spread so that no teacher faces an undue burden. In a few districts, committees of teachers are employed for a few weeks or months during the summer to do this work instead of piling it on top of a full teaching load, but this complicates contact with the full staff on key issues, which should be part of the procedure for most planning committees.

There are various techniques for lightening the load caused by the very type of school administration we have been seeking. Your association's professional relations committee might well study this problem and make recommendations which would represent the feelings of the members.

There is no legal obstacle to payments for mileage travelled in performance of duties, but I could imagine that the accounting complications would be a headache if an

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equitable plan were devised. Why not have all members of these committees keep a record of the travel required for meetings during a month or two and then determine whether or not the travel cost should be assumed by the district? It seems highly possible that rather than being a real financial burden, the travel is just a complicating irritant. If this is not the case, though, a request would be in order.

### Insurance complaints

Q. One of our members is quite unhappy over the manner in which his CTA automobile insurance claim was adjusted, and several have complained about rulings in the Blue Cross health insurance. The rest of us have been highly satisfied with the service received in both of these programs, and we have no way in which we can evaluate the complaints of the few who are not. Does the CTA have any service to review member complaints regarding treatment by the companies handling CTA insurance?

Ans. Such complaints certainly should be reported to the CTA Special Services department, of which Dr. Frank Parr is the executive. If the problem involves some policy decisions, the CTA Insurance Panel will give it thorough study. If it is merely a technical decision, staff members will be able to obtain the desired action and a full and accurate explanation of why it is not possible.

### New district tenure

Q. Our school district, which has less than 850 a.d.a., will soon be annexed to a neighboring city district. Our board has granted tenure to those teachers who have served three or more years. Several teachers are now serving their third year. Would they have to start their probationary period over again in the new district, or will they become permanent automatically when they are issued their fourth contract, which actually would be their first in the city district? In the interim between the election and the time we become part of the city district on July 1, could our board take action granting tenure to those who are completing their third year?

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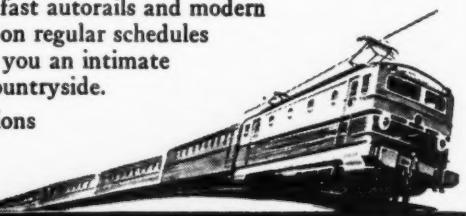


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Ans. The Education Code sections covering some of the matters relating to district annexation are quite disjointed and create confusion in some personnel matters. Recent rulings, however, offer answers to your questions.

At the time your district votes to annex itself to the city district, the authority to employ personnel for the ensuing school year immediately shifts to the new district. Thus it would be impossible for your board to reclassify as permanent those teachers now serving their third year in your district.

The Code grants the annexing district (in this case the city system) board permission to grant permanent classification to teachers who have served in the annexed district (yours) three or more years. This is not mandatory. However, if your district does achieve 850 a.d.a. this year, credit for one probationary year would be mandatory for those who transfer to the new district organization. ★

### IT'S TRAVEL TIME . . .

(Continued from page 11)

tour may be obtained from NEA or direct from CTA Special Services.

Hawaii undoubtedly attracts more California teachers for summer sessions than any other place, both because of its location and because of the beauty of these Pacific islands. It has much to offer besides the excellent summer courses at the University of Hawaii: surfboard riding, swimming, rides through the "rain forest" and past pineapple and sugar cane fields, a trip up to the Pali for its glorious view, and visits to many places of historic interest. If you do not expect to go to Hawaii with an NEA group, be sure to scan the travel advertisements in your magazine, for many of your advertisers offer excellent tours to Hawaii. Howard Tours and Hilton Tours are probably the best known because of their frequent use of *Journal* space, but there are others, too, with whom you will become acquainted through their announcements.

Canada rates high with teachers

Victoria, on Vancouver Island, will attract many because of its old world air, the feeling of really being in Britain. Others will want to go to Quebec, or Banff and Lake Louise.

NEA and CTA are cooperating on a tour to Mexico, leaving Los Angeles on Sunday, July 12 via *Mexicana de Aviacion* direct for Guadalajara. From there, chartered motor coaches will take groups to other sections, including Mexico City, Taxco, Xochimilco and Puebla. Cost of the tour is \$480, and information may be obtained from NEA or CTA.

Summer sessions, too, are popular in Mexico, and many California teachers have attended the Technological Institute in Monterrey, or Guadalajara Summer School, both of which have provided information on their courses through *CTA Journal* for many years.

Mexico, too, has become a good friend, and we have become fond of this south-of-the-border neighbor. Life takes on a different tempo, more of a feeling of being in a foreign country than one gets, for example, in some Canadian cities. But there's excitement, too, and in Mexico City you will find the glamorous life. Expect to be frightened by your first ride in a Mexico City taxicab, but not of your driver—he is on your side, and only trying to please you. But when you tell him where you want to go, be sure to settle the price *before* you get inside. That is, don't pay him then, but see that you and he agree on a figure—otherwise, he'll think he has an uninformed tourist and charge accordingly.

Visit a glassworks, where the workers will blow a souvenir for you—a fragile spoon, perhaps, so delicate you will almost be afraid to handle it. Go to the National Pawnshop, where you will see anything from the family sofa in pawn until payday, to dazzling chandeliers of Czechoslovakian glass.

The third NEA tour on which CTA is cooperating this year is the Scandinavian General European Tour, in cooperation with Denver University. This tour leaves Denver July 9 by United Airlines, or New York July 10

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Three student tours sailing in June for 58 to 75 days from \$935 to \$1095. One motorcoach tour sailing from Montreal in June for \$1195 and one sailing from California or flying from N.Y. from \$1095 to \$1395.

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Check payable to CHARLES, RYAN & RIVERS, INC., for:

\$4.00 for 1 year..... or \$7 for 3 years.....

by Scandinavian Airlines, arriving in Scotland on the morning of Saturday, July 11. From there, the tour goes to England, France, Italy, Austria, Switzerland, Germany, Holland, Denmark, Sweden and Norway. Price from Denver is \$1506, from New York \$1335.

Europe is by far the most-advertised of the tourist goals. There's something about "seeing for oneself" the famed places of history. Here, for instance, are the remnants of an ancient Roman road, there the crumbling remains of a viaduct. Here is the Tower of London, there the spot where a young Princess named Elizabeth sat down and refused to enter by the Traitor's Gate. Here, in a back street of Paris, the world of Villon, there the place where an angry mob destroyed the Bastille. Here a fjord where Viking ships lurked, with tiny streams of water still tinseling the green heights, splashing down to the cold gray sea.

EUROPE! Many the tours, many the trips, many the courses offered at old world universities—for you, the teacher, to profit. Guided tours, especially for one's first venture abroad, are advisable. Some tours have an itinerary that affords no opportunity to go astray, others will have a flexible itinerary that gives the high spots, but lets the rest of the trip pretty much up to the individual. Look in the *Journal*, both this edition and others past and to come, for names and addresses of the many excellent

offerings tailored for teachers. Some names will be remembered from years past—Tarbell, Wheelwright, Drewes—but there are new ones this year, too, who have worked out tours with the teacher in mind. Itineraries which *Journal* space is too limited to print, sound fabulous.

Europe may be the first place visited on a worldwide tour, climaxed by a visit to the Orient. On the other hand, there will be those teachers who sail or fly west from the Golden Gate, dreaming of Japan, the Philippines, the British Crown Colony of Hongkong (where prices are astoundingly low), Taiwan and Macao.

But no matter where a trip leads, one of the most valuable things to obtain before going is the leaflet, "United States Customs Hints." Get it from a travel agent, or send a self-addressed envelope to the nearest customs office and ask for it. Pan American also has a helpful book available for travelers. Many a headache can be saved by studying the information well in advance of actual departure.

For instance, you should know that the \$200 duty exemption which ordinarily is allowed to everyone, will not apply on any articles ordered before going abroad. Also, it will not apply to gifts which, not exceeding \$10 in value, are mailed from abroad to friends back home. The question of exemptions is much too complicated to cover in detail in this article, and the traveler who expects to do much buying—and you'll do more than you expect—should familiarize himself with the regulations in the customs pamphlet.

Don't forget to register with customs any article of foreign make which you may have trouble proving you took with you when you left. Take your manners abroad with you, remembering always that you are no longer in your "own" country but are now a guest in another's land. Be an American ambassador abroad because the impression you give many a person overseas will be their impression of America.

Choose your tours wisely and well—say you saw it in the *Journal*—and have a happy trip!

—V.L.T.

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**DR. BERG'S EDUCATIONAL TOURS TO EUROPE**  
Saint Mary's College, California

ers whether or not they itemize their deductions.

Generally speaking, Mrs. Remmlein recommends that teachers look into the possible advantages of using the long form tax return and that they ought to make a stab at itemizing all expenses to see if they don't exceed the blanket reduction of 10 percent. To be deducted are books, equipment, and supplies used in school work. Part of the depreciation and operating expenses of an automobile used for school purposes also is deductible. And there is an important legal distinction between the expenses of attending professional meetings or conventions as a delegate or as a nondelegate.

There are examples and illustrations for all of these variations as well as those possible deductions enjoyed by persons in all walks of life—interest charges, charitable contributions, medical expenses, and casualty losses. The book was prepared by a former teacher who is also a lawyer. In the 1958 edition she demonstrated that an income tax guide need not be technical to be accurate; the new 1959 edition, thoroughly revised, promises to be even more useful to those readers who are willing to spend a few hours to learn how they may properly minimize their taxes by taking advantage of the law. ★★



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86. **Military Guidance in Secondary Schools.** For principals, guidance counselors, coaches, teachers. Source book of ideas which will help design the military guidance program in the light of students' needs and local resources. Also included will be a booklet for students, entitled "The Secret of Getting Ahead" and one for parents, entitled "What Are Your Son's Chances of Making Good?" (Army)

87. **Free Materials on Menstrual Hygiene.** Indicate quantities desired: Growing Up and Liking It. Helpful booklet for girls beginning to menstruate. Endorsed by doctors and educators. Perfect supplement to classroom discussions. Use ad this issue to order movie and color filmstrip accompanied by McGraw Hill Teacher's Guide. (Educ. Dept. Personal Products Corp.)

88. **Helpful Materials for Menstrual Education.** Indicate quantities of booklets desired for each age level.

88a. "You're a Young Lady Now" illustrated booklet for girls 9-12.

88b. "Very Personally Yours" illustrated booklet for girls 12 and older. See ad this issue for ordering free movie by Walt Disney Prod. or other teaching aids. (Kimberly-Clark Corp. Educ. Dept.)

89. **How To Catch a Cold.** 16 mm., sound & color film, teaches youngsters cold prevention in ten minutes of Disney fun. Available free (except for return postage) on short term loan. Also send for free set 6 color posters featuring highlights of the film. Special teaching aid for grades 2, 3 and 4—"I Promise Common Sense", a health pledge for the children to sign and keep, available free in quantity. (Kimberly-Clark Corp., Educ. Dept.)

91. **Information on Eurailpass,** the one ticket that is good for two months of unlimited railroad travel in 13 European countries. (French National Railroads)

92. **Brochure on Jet Tours via Pan American.** Personally escorted tours, all expense, covering 11 countries. 20 pages, well illustrated. (Caravan Tours)

94. **Program for Educators** brochure describing Summer Sessions program of interest to teachers. The Summer Sessions Bulletin lists general information. (Syracuse Univ.)

96. **Folder with illus. and itinerary of tour,** calling at 12 ports. (South African Railways)

5. **Facts about writing short paragraphs for profit.** (Benson Barrett)

15. **Arithmetic Teaching Aids** for use with new Winston textbooks. A four-page color circular describing a complete line of arithmetic teaching aids for all grades. (Ideal School Supply Company)

21. **Samples** with brochure and pieces of cardboard cut out letters for use on bulletin boards, exhibits, and posters. (Redikut Letter Co.)

25. **Some Odd Facts About Money.** Interesting and humorous historical incidents make this usually serious subject fascinating. Students of basic economics, history or social studies will enjoy and learn from this booklet. (Pacific Finance Corp.)

27. **Posture Posters** set of 5—designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Co.)

36. **Origins of New England.** Study course on wheels emphasizing American History, 1620-1860. Univ. credit. Also folder on Collegiate Tours to Europe. Indicate which. (Arnold Tours)

38. **European Travel Courses.** Folder programs offering graduate, undergraduate and/or in-service credit, also tours in Latin America and Around the World. (Study Abroad)

39. **Alphabet Seat Chart and Record** for manuscript and cursive writing. For lower grades. One copy only to a teacher. (Noble and Noble)

40. **Folkways Records.** This Spring 1958 catalog features the world's largest collection of authentic folk music on Longplay Records. The alphabetical listing of language groups from the ethnic and international libraries. (Folkways Records)

49. **Brochure.** Different kind of tour through Europe and corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days. Also shorter tours (3-9 weeks). (Europe Summer Tours)

65. **Literature** on flexible summer tours in Europe and Near & Middle East planned for students and teachers. (Dr. Berg's Tours)

74. **Teaching Materials and Services.** 16-page brochure listing and describing educational materials and services available from Standard Oil Company of California.

79. **Folder** on preliminary plans for courses to be offered in the 1959 summer session of the University of Southern California.

90. **Webster Number Line**—Special teaching device which can be used by teachers to clearly show pupils all the basic arithmetic steps. Designed to be tacked or taped above the chalkboard. (Webster Publishing Co.)

103. **Sun and Fun** folder on routes and services to the Orient, Round-the-World, and New York-California. (American President Lines)

6. **What Every Writer Should Know.** A 24-page manual of helpful hints, do's and don'ts for writers. It answers questions on how to prepare a manuscript, how to submit it to a publisher and points out the benefits and pitfalls that face writers. (Exposition Press)

93. **Information.** An itinerary of a 48-day trip to Europe. Included are 11 countries. Optional two weeks' extension in Finland and Russia. (Erickson Tours)

100. **Preliminary Announcement** of 1959 summer courses, open to both men and women in Arts and Sciences (June 29 to August 19) and in Education (June 29 to August 12). (Harvard Summer School)

101. **Folders** on combination study cruise in the South Seas for six weeks. Summer Session with a maximum of 8 graduate credits conducted by the University of Southern California. (California Teachers Association—Southern Section)

102. **Europe—Off the Beaten Path**—folder outlining itinerary of a 65-day, 15-country European trip. (Dr. James L. Dodson)

83. **Around The World Summer Air Cruise** brochure on tour offering 6 units of college credit by San Francisco State College. (STOP Tours)

104. **Correlated Classroom Materials** brochure outlines new format for sight-sound-symbol experiences, including 3-dimensional pictures, in accepted study course areas for primary classrooms. Shows broad applications in teaching subject matter, reading and skills for class, group and individual use. (Sawyer's, Inc.)

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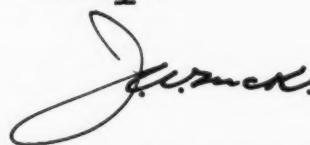
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## editorial postscript



AS I write this in the first hours of the new year, the papers are filled with summaries of the major events of 1958. Radio and TV commentators get into the act by re-examining the year's news and forecasting what may lie ahead.

It is significant that education loomed large in every discussion of milestones passed and problems yet to be solved.

I've done a little looking backward myself, specifically down the path that CTA has traveled during the past year. Here is what I see.

Three important policy statements came from our Commission on Educational Policy: *The Gifted in the Public School*, *The School and Its Program*, and *Teacher Load*.

Sputnik made a shock wave which President Jack Rees shouldered aside in a year-opening speech comparing Russian and American educational standards.

CTA membership climbed to a new high of 95,050 by year's end and 44 charters were granted to local associations, passing the 600 mark after ten years.

Average salaries for California teachers, beginning the year at \$5787, had passed the \$6000 mark in the year-end analysis.

CTA staff executives received new titles, some change of duties to provide broader service in administration and commission activity. New executives included an assistant research executive and a research consultant, a teacher education consultant, an eighth field service representative, a secondary placement counselor and two public relations assistants. By the end of the year there were 96 regular employees on the state CTA staff.

In the legislature, CTA pushed for increasing the amount of school building aid bond issue, which was

later approved by the voters in November. CTA took an active part in supporting several propositions on the general election ballot, helped defeat No. 17, the tax-juggling measure which would have hurt school revenues.

Television and radio became increasingly the mediums for CTA airing of good school public relations.

Study of the credential structure became a year-long project of the Association, with the Council shelving a decisive policy in order to take more time for study.

An architectural firm started plans in February for CTA's new headquarters, ground was broken in June, and construction had reached the third-floor roof by the end of the year.

Mary S. Rhodes, San Luis Obispo teacher, was elected the first woman president of CTA, the 13th to head the Association since incorporation in 1910.

School critics had their ears burned by speakers at AASA regional convention in San Francisco.

Educators spent a large part of the year restudying curriculum in the light of changing needs, with special attention to math, science, and work with gifted pupils.

Fourth annual seminar for local association presidents drew 450.

CTA-supported case against American Federation of Musicians resulted in award to teacher William Bouton and concession that the union would not force teachers into AFT in order to hold a card.

The CTA insurance program expanded to provide coverage in five areas.

Californians at the NEA convention in Cleveland sponsored a by-law amendment which provided for board of director control of NEA surplus funds. Support of federal aid for

schools continued to be a major national interest of CTA.

At year's end CTA sponsored a major project in communication by setting up more than 200 localized consulting groups with materials for extended discussion of teacher education.

BEN Brodinsky, writer of Education Press Association Newsletter, has listed the ten major national events of 1958. Here are the items he picked:

Congress passed the National Defense Education Act of 1958.

The United States Supreme Court rejected the request of the Little Rock school board for a delay in racial integration.

Arkansas and Virginia began the experiment of operating privately-controlled schools in communities which had been ordered to integrate their schools.

Arthur S. Fleming, former president of Ohio Wesleyan University, was named Secretary of Health, Education, and Welfare.

U. S. Commissioner of Education Lawrence Derthick and a group of American experts on education visited the Soviet Union—making the first examination of Russian schools by Americans in four decades.

The U. S. Treasury ruled that teachers may deduct, when computing their Federal income taxes, those expenses which were incurred for extra education for professional growth.

The Rockefeller Brothers Fund published *The Pursuit of Excellence*.

Roger A. Freeman, an avowed critic of public school policies and practices, published *School Needs in the Decade Ahead*.

The U. S. State Department signed an agreement with the Soviet Union providing for exchanges of students, teachers, and professional workers in the arts, sciences, and other cultural activities.

The National Commission on Teacher Education and Professional Standards brought together those who stress subject matter and those who stress methodology in the education of teachers—and laid plans for greater co-operation between these two groups of educators. ★

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**Here's a tip** that may help you win: Our new booklet, *The Facts about School Furniture Today*, is packed with the latest information about all types of furniture for schools. You can obtain a copy by writing: American Seating Company, Grand Rapids 2, Michigan.

## JUST FOLLOW THESE SIMPLE RULES

1. Complete the following statement in 25 words or less: "Properly designed classroom furniture is important because..."
2. Prizes will be awarded to the writers of the most apt, original, and sincere statement in the opinion of the judges, The Reuben H. Donnelley Corporation. Their decision will be final. In case of ties, duplicate prizes will be awarded. No entries will be returned. By submitting an entry, and in consideration of its being accepted for judging, you consent to the American Seating Company using such entry or any part thereof for advertising purposes, and consent that your entry, contents, and any ideas contained therein become the prop-erty of the American Seating Company.
3. Submit your entry on a post card or in a letter. Include your name and address, and the name and address of the school where you teach. **Address your entry to: Scholarship Contest, P.O. Box 5233, Chicago 77, Illinois.**
4. You may submit as many entries as you wish, but no more than one prize will be awarded to any one individual.
5. Entries must be postmarked not later than midnight, April 11, 1959, and received by April 21, 1959. Entries must be original work of contestant.
6. This contest is open to all school teachers under full-time contract—in any public, parochial, or private school within the continental limits of the United States—except employees of the American Seating Company, their representatives, their advertising agencies, and members of their respective families. Contest subject to all Federal, state, and local regulations.
7. Winners will be notified by mail, approximately one month following the close of the contest. The complete list of winners will be sent to all contestants requesting one, and sending a stamped, self-addressed envelope to: Advertising Department, American Seating Company, Grand Rapids 2, Michigan.



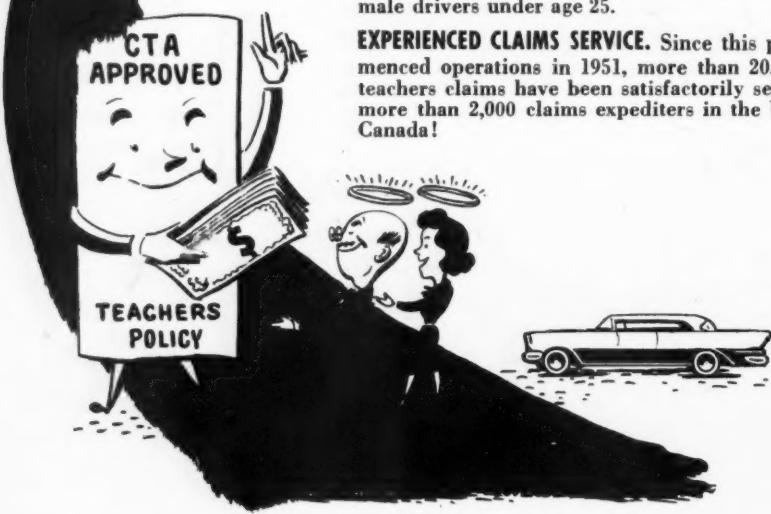
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YES, I AM INTERESTED... In your plan which may save me 44 per cent on car insurance. Please send me details, including your exact costs and estimated savings for my particular car. This request does not obligate me to become a policyholder.

(To quote LOWEST RATES to which you are entitled we must have ALL data requested.)

Teachers Name \_\_\_\_\_  
Spouse's Name \_\_\_\_\_

Age \_\_\_\_\_ Birth Date \_\_\_\_\_  
Age \_\_\_\_\_ Birth Date \_\_\_\_\_

School Name \_\_\_\_\_  
Spouse's Occupation \_\_\_\_\_

School City \_\_\_\_\_  
Employer \_\_\_\_\_

Residence Address:  
No. and Street \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_  
Zone \_\_\_\_\_

Are there OTHER male drivers of  
THIS vehicle residing in household?

If "yes,"  
give age \_\_\_\_\_

Birth Date \_\_\_\_\_

Home Phone No. \_\_\_\_\_

Principal Driver \_\_\_\_\_  
Occasional Driver  
(Check One) \_\_\_\_\_

Car Year \_\_\_\_\_ Make \_\_\_\_\_

Model (Bel Air,  
Fairlane, etc.)

Body Type \_\_\_\_\_

No. of Cyls. \_\_\_\_\_

Date Purchased \_\_\_\_\_

New  Motor  
Used  No.  
(Check One)

(If none, give serial or ID number)

Is car usually  
driven to work? \_\_\_\_\_  
Is distance ONE  
way under 11 miles?  
(Yes or No) \_\_\_\_\_

Is car also used in  
spouse's occupation? \_\_\_\_\_ School Phone No. \_\_\_\_\_  
(Yes or No)

Latest CTA'  
or CSTA No. \_\_\_\_\_  
(All policyholders must be CTA or CSTA members)  
Do you own other cars? \_\_\_\_\_  
(Yes or No)

ESSENTIAL! Date Present Policy Expires \_\_\_\_\_

(If you do not have a policy, write "None")

If CSTA, date started or will  
start student teaching.

Company(ies) Now  
Insured By \_\_\_\_\_

(Eligible only if have completed, are now student teaching, or will start within 30 days from date of policy)

Insurance desired for second car: Year \_\_\_\_\_ Make, Model, etc. \_\_\_\_\_

For IMMEDIATE COVERAGE phone collect: Los Angeles — MADISON 6-1461; San Francisco — SUtter 1-2600

OFFICE USE
Terr. _____ Cl. _____
Sym. _____
Coll. _____

C-2/59